DOCUMENT RESUME

ED 475 094 JC 030 211

TITLE	KPI Graduate Executive Summary Report, Summer 2000-Winter 2001.
INSTITUTION	Sheridan Coll. (Ontario).
PUB DATE	2002-04-00
NOTE	153p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	College Outcomes Assessment; Community Colleges; *Employer Attitudes; Employment; Institutional Evaluation; Participant Satisfaction; *Performance Based Assessment; Student Attitudes; Two Year Colleges
IDENTIFIERS	Canada; *Ontario Colleges of Applied Arts and Technology

ABSTRACT

Summarizes findings from the Key Performance Indicator Satisfaction Survey administered by Sheridan College in the summer 2000, fall 2000, and winter 2001 terms. This survey was administered in compliance with the Ontario government's efforts to increase the accountability of the Colleges of Applied Arts and Technology through the measurement of institutional performance on five key performance indicators (KPI): (1) graduate employment; (2) graduate satisfaction; (3) employer satisfaction; (4) student satisfaction; and (5) graduation rate. The graduate employment, graduate satisfaction, and employer satisfaction data were collected through telephone surveys and utilized in the distribution of $14 million in performance-based funding. The graduate population for the survey period was 3,946 and the survey generated a 75% return rate. Key survey findings indicate that Sheridan College had high KPI satisfaction (80%) and KPI Employment (90%) ratings that were close to the Provincial averages. In addition, Sheridan's graduates were slightly more likely to recommend their college to others. Other key findings reported in the document include the top five drivers of KPI Satisfaction: (1) preparation for the job market; (2) specific job-related skills; (3) specific job-related knowledge; (4) skills developed in Co-op and career placement services; and (5) course content. (RC)

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Ontario Colleges of Applied Arts & Technology

Sheridan College

Summer 2000 - Winter 2001

ED 475 094

KPI

Graduate Executive Summary Report

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Institutional Analysis

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Introduction to the KPI Project

Background to the KPI Survey

In the mid 1990s, the Ontario Government decided to enhance the accountability of Colleges of Applied Arts & Technology by measuring and rewarding their performance in meeting specific goals and outcomes. The Ministry of Training Colleges and Universities identified these goals and outcomes. The KPI Satisfaction Survey is a tool developed by the Ministry of Training Colleges and Universities in conjunction with the colleges to measure college performance. The government and colleges worked together to identify and define the following five key performance indicators (KPI):

- graduate employment
- graduate satisfaction
- employer satisfaction
- student satisfaction
- graduation rate

The project was launched in 1997, when graduate and employer data was collected over the Fall of '97 and Winter of '98. KPI Student satisfaction data collection began in 1998. The current survey data, which constitutes the KPI project's fourth survey period, was collected from graduates in the Summer 2000, Fall 2000 and Winter 2001.

Graduate employment, graduate satisfaction and employer satisfaction data are collected through telephone surveys. These three KPI are used to determine the distribution of a portion of government transfer payments amongst Ontario's colleges. In 2000-01, colleges received $14 million in performance-based funding. The government also uses this information to produce its annual Employment Profile of college graduates.

The KPI Student Satisfaction Survey is a paper-based survey distributed to all students in Ontario's Colleges of Applied Arts & Technology. The colleges calculate student graduation rates. These two KPI are not linked to funding at this time.

The information collected from students, graduates and employers is used by the colleges to identify their strengths, demonstrate their achievements and to improve their programs and services.

Introduction to Sheridan College Graduate Executive Summary Report

This report is an in-depth analysis of the Graduate KPI results at Sheridan College. It identifies the College's strengths and Areas for improvement. It determines the drivers of Satisfaction at the College and the Top and Bottom programs. Graduates have also been analyzed by industry.

The graduate population for the Summer 2000, Fall 2000 and Winter 2001 survey period was 3,946. A return rate of 75% was achieved with 2,962 telephone surveys.

In the worst case scenario, the College level results in this report are accurate to within +/-1% at the 95% confidence level.

At the end of this report there are extensive Appendices which contain easy-to-read tables and charts for each of the sections in this report.

Summary of Results

College Strengths

Sheridan College had high KPI Satisfaction (80%) and KPI Employment (90%) ratings that were all close to the Provincial averages. In specific aspects of programs and skills and abilities learned, graduates from Sheridan College indicated satisfaction that was similar to the Provincial ratings.

In addition to this, Sheridan College graduates are slightly more likely to recommend their College.

College Areas for Improvement

The College needs to improve in areas that are specifically related to a graduate's job. 'Preparation for the job market', 'Specific job-related knowledge' and 'Job-relatedness of program' all had ratings lower than the Province (by 3% to 4%), but had *'Strong'* to *'Very Strong'* relationships with KPI Satisfaction. Improvement in these areas would likely have a positive impact on KPI Satisfaction.

All of the skills and abilities listed in Question 32 had the same or lower ratings than the Province. The lowest rated was 'Math skills' with 65% which was 8% below the Provincial rating.

Drivers of Satisfaction

The top 5 drivers of KPI Satisfaction were determined by correlational analysis and were identified as follows:

1. 'Preparation for the job market'
2. 'Specific job-related skills'
3. 'Specific job-related knowledge'
4. 'Skills developed in Co-op, clinical, field placement experience, and career placement services'
5. 'Course Content'

These are some of the same drivers that were identified for 'Overall satisfaction with College preparation'. Improvement in these factors would have a positive impact of College KPI and overall satisfaction ratings. Job-related skills, knowledge and preparation for the job market in programs are key to graduate satisfaction.

When it came to recommending their programs and the College, graduates again showed that job-related factors are key. Also of importance were course related factors such as 'Overall quality of instruction' and 'Course content'.

Of the 'other' factors examined, employment factors have the strongest relationship with KPI Satisfaction. The 'helpfulness of the skills developed in college in getting their job' and having 'related employment' strongly impact the graduates' KPI Satisfaction rate.

Summary of Results

Top and Bottom Programs

An analysis was done to identify the College's Top and Bottom ranked programs in the graduate survey. To be considered a Top program KPI Satisfaction had to be more than 90% over the four survey periods combined, and had to have at least 20 responses in both the KPI Satisfaction and Employment rates. The following are Sheridan College's Top programs:

Program	KPI Satisfaction rate
Montessori EC Teacher Ed (1198)	100%
Music Theatre – Performance (6320)	100%
Police Recruit Ed & Prep (13R0)	100%
Esthetician (1340)	95%
Early Childhood Education (1190)	93%
Police Foundations (1101)	93%
Personal Support Worker (1926)	92%
Architectural Technology Co-op (5200)	92%
Office Admin – Executive (2180)	91%

All of the programs above also made the Top programs list for the current survey period. These programs were analyzed in detail for the current survey period in comparison to the Province, College, Top 10 Programs average and its corresponding MCU program ratings.

To be considered a Bottom program KPI Satisfaction had to be less than 60% over the four survey periods combined, and had to have at least 20 responses in both the KPI Satisfaction and Employment rates. The following are Sheridan College's Bottom programs:

Program	KPI Satisfaction rate
Electronics Engineering Technology (5120)	59%
Computer Programmer (3220)	**59%**
Security System Implementation & Design (1005)	58%
Investigation – Public & Private (1002)	56%
Logistics Co-op (2012)	**53%**
Court and Tribunal Agent (1004)	53%

The programs above that are listed in bold are those that made the Bottom programs list for the current survey period. These programs were analyzed in detail for the current survey period in comparison to the Province, College, Bottom 10 Programs average and its corresponding MCU program ratings.

Summary of Results

Trends

The graduate KPI Satisfaction (80%) and KPI Employment (90%) rates have decreased since the last survey period by 1% and 3% respectively.

When it comes to graduate satisfaction in specific aspects of their programs and skills and abilities learned, 'Equipment was up-to-date' had the greatest increase in satisfaction since the last survey period (+5%, from 78% to 83%). On the other hand, 'Preparation for the job market' had the largest decrease in satisfaction since the last survey period (-3%, from 77% to 74%).

Although the job-relatedness has dropped since the last survey period, it is up 2% since the 1998/1999 survey period. The same trend can be seen at the Provincial level.

Demographically, between this survey period and the last there has been a 6% decrease in the number of graduates who said that they are 'employed' but an increase in those who are 'not employed' or 'employed but looking for another job'. There was also an increase in those saying that they currently had 'two jobs' and a decrease in those who said that they only had 'one job'.

Industry Analysis

Graduate responses were sorted into North American Industry Classification System (NAICS) Sectors. The NAICS system is used to classify businesses across Canada, the USA and Mexico. The industries with 5% or more of the total graduate responses from Sheridan College over the 4 survey periods were examined in some detail. These are summarized as follows:

1. PROFESSIONAL, SCIENTIFIC & TECHNICAL SERVICES

This industry employs the largest proportion of Sheridan College graduates. Professional, Scientific & Technical Services had a KPI Satisfaction rate and overall satisfaction with College preparation rate of 83%. Eighty-eight percent of these graduates stated that the skills they developed in College were 'Helpful' in getting their job. Most of these graduates work '30-49 hours' per week (88%), have a gross starting salary of '$20,000 to $39,999' (73%) and needed a 'College' education to get their job (54%).

2. HEALTH CARE & SOCIAL ASSISTANCE

This industry employs the second largest proportion of Sheridan College graduates. It has the highest KPI Satisfaction rate of all the industries with 90% and the second highest overall satisfaction with College preparation at 91%. The College is doing a good job of preparing students for employment in this industry with high satisfaction ratings across the board. The majority of graduates in the Health Care & Social assistance industry work '40-49 hours' per week (45%), needed a 'College' education to get their job (65%), and make '$10,000 to $29,999' as a gross starting salary (72%).

Summary of Results

3. RETAIL TRADE

Ratings for the Retail Trade industry were low for KPI Satisfaction rate (at 68%), overall satisfaction with College preparation (74%) and the 'Helpfulness' of the skills they developed at College to get their job (60%). Most of the graduates from this industry work '40-49 hours' per week (51%), needed 'High school' education to get their job (39%) and earn '$10,000-$29,999' as a gross starting salary (70%).

4. MANUFACTURING

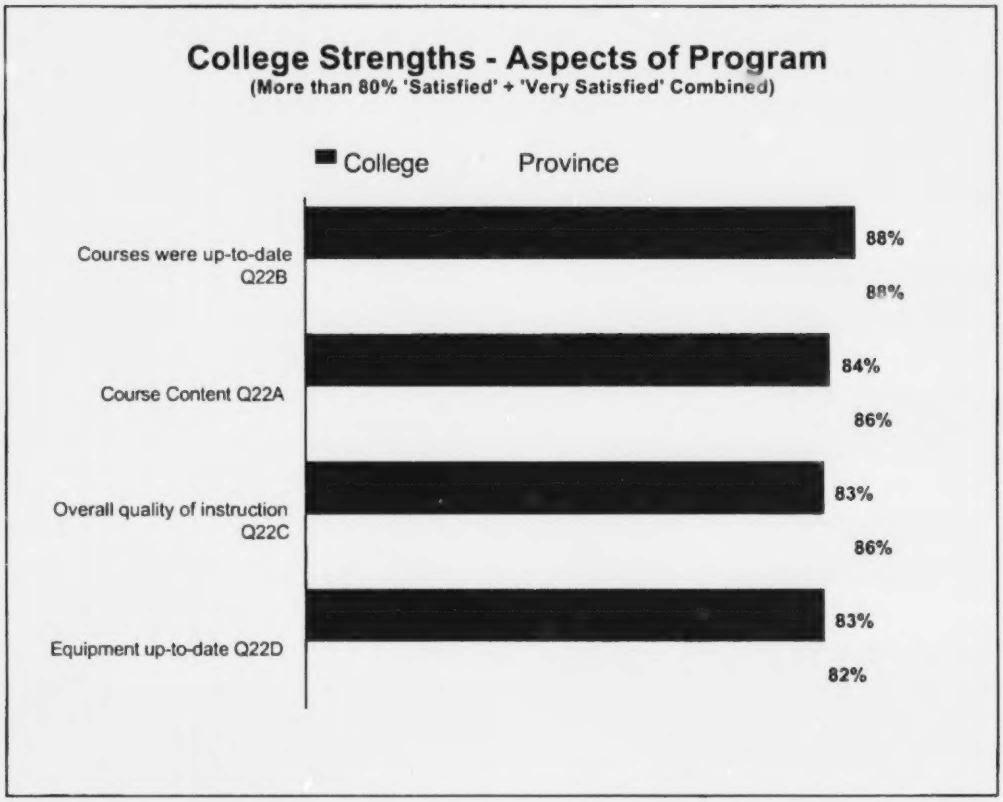
Manufacturing graduates had a KPI Satisfaction rate of 79% and 84% of the graduates in this industry were Satisfied', overall, with their College preparation for work. The majority of the graduates in this industry needed a 'College' education to get their job (44%), work '40 to 49 hours' per week (76%) and make '$20,000 to $39,999' as their gross starting salary (73%).

College Strengths

Sheridan College had a KPI Satisfaction rate of 80% that was close to the Provincial average of 81%. The College had a slightly higher KPI Employment rate, at 90%, than the Province (by 1%).

Sheridan College showed strength in graduate satisfaction ratings for specific aspects of their programs with satisfaction rates ranging from 74% to 88%. In all the aspects of programs listed in Question 22[1], graduates indicated that their satisfaction was comparable to the Provincial level, within 3%. The largest difference was in 'Overall quality of instruction' and 'Preparation for the job market' where Sheridan College graduates rated 3% lower than the Provincial level.

The following chart shows the aspects of the program for which graduates were more than 80% 'Satisfied'. These are considered Sheridan College's strengths.



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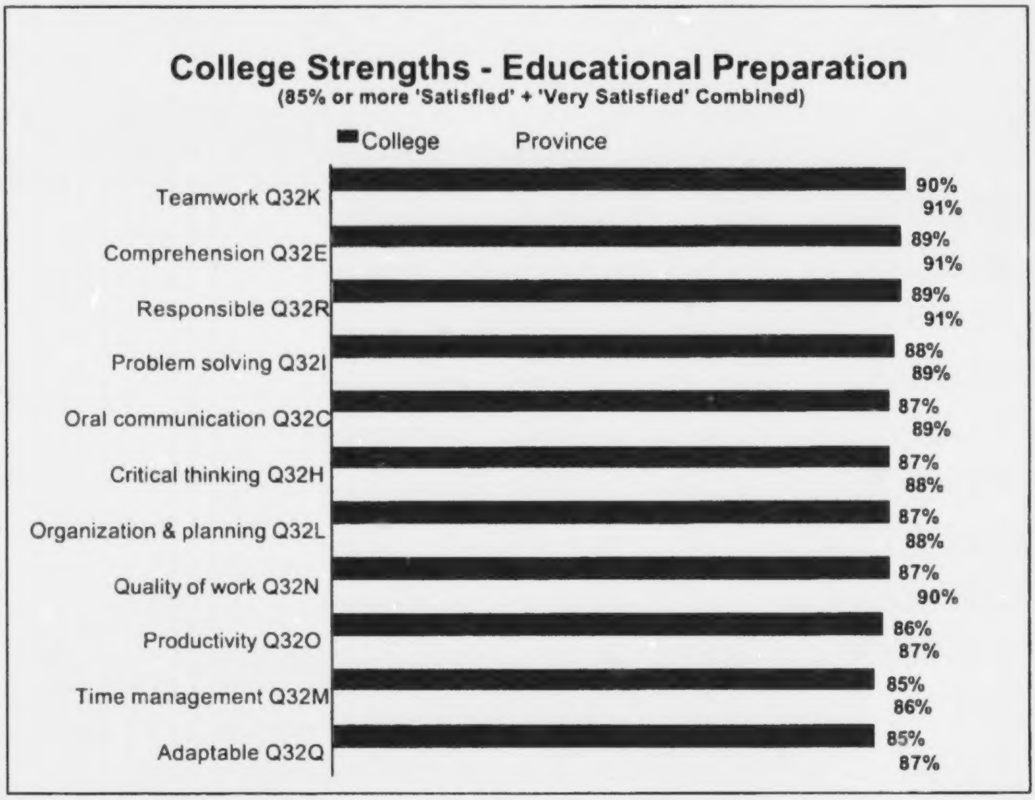
[1] Q22 "Thinking about the demands of this job, how satisfied are you with the following aspects of your program?"

College Strengths

Sheridan College graduates showed strength in graduate satisfaction ratings for all the educational preparation skills and abilities listed in Question 32[2]. Most of the satisfaction ratings were 80% or higher. The skills and abilities that were below 80% include 'Specific job-related knowledge', 'Research and Analysis', 'Computer skills' and 'Math Skills'.

All of the skills and abilities were comparable to the corresponding Provincial ratings, within 4%. The exception to this was in 'Math Skills', where 8% fewer graduates at the College were 'Satisfied' than at the Provincial level.

The following chart lists skills and abilities that received 85% or more 'Satisfied'. These are considered Sheridan College's strengths.



Many of the College's graduates stated that they would recommend their Program (86%) and the College (96%) to someone else. These rates are relatively the same as the Provincial ratings within 1%.

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[2] Q32 "When you first started working after graduation how satisfied were you with your educational preparation for the following skills and abilities?"

College Areas for Improvement

In summary, the College needs to improve in areas that are specifically related to a graduate's job. 'Preparation for the job market', 'Specific job-related knowledge' and 'Job-relatedness of program' all had ratings lower than the Province but had *'Strong'* to *'Very Strong'* relationships with KPI Satisfaction. Improvement in these areas would likely have a positive impact on KPI Satisfaction.

All of the skills and abilities listed in Question 32 had the same or lower ratings than the Province.

One aspect of the graduates' program had a satisfaction rate that was less than 80%: 'Preparation for the job market'. This aspect was also 3% below the Provincial rating and also had the highest dissatisfaction rate of 13%. Preparation for the job market' is an important aspect, as it has been determined to be a '*Very Strong*' driver of KPI Satisfaction. Graduates who were 'Satisfied' with this aspect were 50% more likely to be 'Satisfied' in the KPI question than those who were 'Dissatisfied'.

'Specific job-related knowledge' had a satisfaction rate of 79% at the College. This is 4% less than the Provincial rating. Like 'Preparation for the job market', this aspect is important, as it has been determined as a '*Very Strong*' driver of KPI Satisfaction. Graduates who were 'Satisfied' with the educational preparation for 'Specific job-related knowledge' were 48% more likely to be 'Satisfied' in the KPI question than those who were 'Dissatisfied'.

Another area that needs improvement is the job-relatedness of the programs. When graduates were asked if their jobs were related to the program from which they graduated, only 61% said 'Yes'. This rating is 4% below the Province. This factor is important, as it has been determined as a '*Strong*' driver of KPI Satisfaction. Graduates who have program-related employment are 32% more likely to be 'Satisfied' in the KPI question than those who do not.

All the skills and abilities listed in Question 32 were below the Provincial average, except for 'Creativity and innovation', which was rated the same. There were four skills and abilities that had ratings that were less than 80%. These include 'Specific job-related knowledge', 'Research and analysis', 'Computer skills' and 'Math Skills'.

'Math Skills' was the lowest rated skill at the College with a satisfaction rate of 65%. This was 8% below the Provincial rating. Twelve percent of the graduates at Sheridan College stated that they were 'Dissatisfied' with their educational preparation of 'Math Skills'.

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College Areas for Improvement

Analysis was done to determine which Programs over the past four survey periods (i.e. Fall 1997 through Winter 2001), with at least 20 responses, had particularly low job-relatedness. The criteria for being a low job-related program was to have had less than 50% 'Yes' and/or more than 30% 'No' to the corresponding question. For a complete list of programs at Sheridan College that have low job-relatedness, see Appendix 7, Table 1. The 11 programs with the lowest job-relatedness are presented in the table below.

PROGRAM	Question 20 "Was this job related to the program that you graduated from?"			
	Yes	Yes, partially	No	Responses
Business – General (2150)	38%	21%	41%	39
Risk Analyst (1215)	38%	18%	44%	34
Community Outreach & Develop (1001)	38%	5%	56%	39
Illustration – Interpretive (6091)	36%	22%	42%	125
Human Services Administration (1570)	31%	24%	45%	49
Investigation – Public & Private (1002)	31%	22%	47%	78
Business – Human Resources (A120)	30%	33%	36%	33
Art and Art History (6370)	24%	16%	60%	62
Computer Foundations (3460)	19%	23%	58%	52
General Arts & Science (13A0)	12%	16%	72%	69
Art Fundamentals (6350)	4%	7%	89%	187

As can been seen by the table in Appendix 7, Table 1, there are 36 programs which are considered to have low job-relatedness. The program which graduates reported having the lowest job-relatedness was Art Fundamentals (4% Yes' and 89% 'No'). This is understandable, as this is a one-year certificate program that is not preparing a graduate for a specific job. The same can be said for General Arts and Science that came in second with a 12% 'Yes' to job-relatedness. However, there are other programs on this list that are very specific in training graduates for jobs and yet still have low job-relatedness ratings.

From the programs listed in the table above, the KPI Satisfaction ratings for the four survey periods ranged from 56% to 83%.

A comparative table has been displayed in Appendix 7, Table 2 to present the same programs for the current survey period (i.e. Summer 2000, Fall 2000 and Winter 2001). All of the programs from the four survey periods also had low job-relatedness for the current survey period, except for four. These four programs are Cosmetic Techniques & Management (65% 'Yes'), Law & Security Administration – Loss (100% 'Yes', 2 responses), Environmental Control (55% Yes') and Court and Tribunal Agent (60% 'Yes'). Keep in mind that these programs all had low response rates.

Drivers of Satisfaction – Graduate Survey

What are Drivers of Satisfaction?

"Drivers of satisfaction" are certain aspects of college preparation that most strongly influence graduates' satisfaction ratings in the KPI and other **key survey questions**[3].

In order to establish these drivers of satisfaction, correlational analysis was conducted to determine which factors were most highly related to the key overall questions. The stronger the relationship between the key question and educational factors, the more strongly these factors appear to drive graduate satisfaction ratings. [It should be noted that correlations do not prove that one factor *causes* another factor, but rather establishes that the two factors are related. An experiment would be required to determine a causal relationship.]

General

The College's graduate data from all survey periods (Fall 1997 through Winter 2001) was combined to provide a larger number of cases and more weight to the conclusions being made in this section. Data from the current survey period (Summer 2000, Fall 2000 and Winter 2001) was also examined to see if there were any significant differences from the combined data.

Detailed results of the correlational analysis are presented in Appendix 2, Tables 1 through 8, in easy to read tables.

The educational factors which were examined to determine the drivers of graduate satisfaction included the eighteen skills and abilities listed in Question 32[4] and the six program-related aspects in Question 22[5].

Demographic factors were also examined to see the differences in satisfaction.

Throughout the survey a general pattern existed. When graduates said that a particular factor was 'Important' to them, they tended to be more 'Satisfied' with that factor than graduates who said that it was 'Not Important'.

It is also worthy of note that if a graduate indicated that they were 'Satisfied' with a certain aspect of their program or skill and ability that they learned in their program, then there was an 81% to 88% chance that they would be 'Satisfied' in the KPI Satisfaction question.

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[3] KPI Q34 "How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?"
Q33 "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?"
Q35 Would you recommend the Program to someone else or not?"
Q37 "Would you recommend the College to someone else or not?"

[4] Q32 "When you first started working after graduation how satisfied were you with your educational preparation for the following skills and abilities?"

[5] Q22 "Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?"

Drivers of Satisfaction – Graduate Survey

Drivers of KPI Question 34[6]

The top 5 drivers of graduate KPI Satisfaction came from the aspects of programs and skills and abilities that were rated in Questions 22[7] and 32[8]. These are listed below in order of the strength of relationship between the KPI question and the driver. The stronger the relationship between these drivers and the KPI question, the more they affect the KPI Satisfaction rate.

Top 5 Drivers of KPI Satisfaction

1. 'Preparation for the job market'
2. 'Specific job-related skills'
3. 'Specific job-related knowledge'
4. 'Skills developed in Co-op, clinical, field placement experience, and career placement services'
5. 'Course Content'

The first three drivers of satisfaction are all '*Very Strongly*' related with the KPI Satisfaction question. If a graduate is 'Satisfied' with the way their program prepared them for the job market, then 88% of the time they will also be 'Satisfied' in the KPI question. Similarly, satisfaction with specific skills and specific knowledge pertaining to their jobs will yield high satisfaction rates with the KPI question (87% to 88%).

The last 2 drivers listed above have a *'Strong'* relationship with the KPI question. It should be noted that 6 additional drivers also have a '*Strong*' relationship with the KPI question. For a detailed listing of these drivers and all of the other factors and their relationships see Appendix 2, Tables 1 and 2.

It appears from this list of drivers that graduates are most 'Satisfied' in the KPI question when they are 'Satisfied' with aspects of their programs that are job-related and the skills and abilities they develop in their programs that prepare them specifically for their job.

This does not mean that outcomes for the other factors are not important, but simply that should the college wish to improve the KPI, then the factors most strongly related should be the priority. In this case, that would mean focussing on job-related aspects of the programs.

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[6] KPI Q34 – "How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?"

[7] Q22 – "Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?"

[8] Q32 – "When you first started working after graduation how satisfied were you with your educational preparation for the following skills and abilities?"

Drivers of Satisfaction – Graduate Survey

Drivers of Overall Satisfaction with college preparation (Question 33[9])

Listed below you will see the top nine drivers for 'Overall satisfaction with college preparation for the type of work the graduate is currently doing'. These are listed below in order of the strength of relationship between Question 33 and the driver. Again, the stronger the relationship between these drivers and Question 33, the more they affect the graduates' satisfaction.

Top 9 Drivers of Overall Satisfaction Question 33

1. 'Specific job-related skills'
2. 'Specific job-related knowledge'
3. 'Preparation for the job market'
4. 'Course content'
5. 'Overall quality of instruction'
6. 'Skills developed in co-op, clinical, field placement experience, and career placement services'
7. 'Quality of work'
8. 'Adaptable'
9. 'Productivity'

All of the top drivers are *'Very Strongly'* related to Question 33. Again, job-related skills and knowledge are very important to graduate satisfaction and top the list.

It is also worthy to note that though only the top 9 drivers of satisfaction are listed, there are 12 additional factors that are *'Strongly'* related to Question 33. For a detailed listing of these factors and their relationships see Appendix 2, Table 3 and 4.

If you compare lists of drivers from Question 32 for both the KPI question and Question 33, the top five drivers are the same, including Specific job-related skills,' Specific job-related knowledge,' Quality of work,' Adaptable' and 'Productivity'. This indicates that satisfaction with these five drivers will affect both the satisfaction in the KPI question and the satisfaction in Question 33. See Appendix 2, Tables 1 and 3 for details.

It is interesting to note that 'Overall quality of instruction' also made the top 5 drivers for Question 33.

In both of the KPI Satisfaction question and 'Overall satisfaction with college preparation' graduates reveal how important job-relatedness factors are to satisfaction.

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[9] Q33 "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?"

Drivers of Satisfaction – Graduate Survey

Drivers of the willingness to recommend the College (Q37[10]) and their program (Q35[11])

Analysis was conducted to find out what the drivers were to having graduates recommend the College and their programs. It appears that graduates who are 'Satisfied' with the aspects of their program in relation to the demands of their job and with their educational preparation are more willing to recommend their College and program than those who are 'Not satisfied'. See Appendix 2, Tables 5 through 8 for complete details.

There are 4 factors that had '*Strong*' relationships when it came to graduates recommending their program. When graduates are 'Satisfied' with these top 4 drivers, they will be more likely to recommend their program.

Top 4 Drivers of Recommending Program

1. 'Overall quality of instruction'
2. 'Course content'
3. 'Preparation for the job market'
4. 'Skills developed in co-op, clinical, field placement experience, and career placement services'

It is interesting to note that when a graduate considers satisfaction with college preparation and usefulness of college education, the job-related factors are at the top of the list. However, when a graduate considers whether they will recommend their program to someone, though a job-related factor is there, the stronger relationship exists with program aspects such as 'Quality of instruction' and 'Course content'.

Job-relatedness is still a factor however. If a graduate is 'Satisfied' with how their program prepares them for the job market, 94% of the time they are willing to recommend their program to someone else.

There were no '*Strong*' relationships between any factors and graduates' willingness to recommend the college. Although the relationship is a '*Moderate to weak*' one, the 'Overall quality of instruction' is the number 1 driver for graduates to recommend the College.

When it comes to recommending their program, graduates are driven firstly by course-related aspects such as 'Quality of instruction' and 'Course content', and secondly by the job-related aspect.

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[10] Q37 – "Would you recommend the College to someone else or not?"

[11] Q35 – "Would you recommend the Program to someone else or not?"

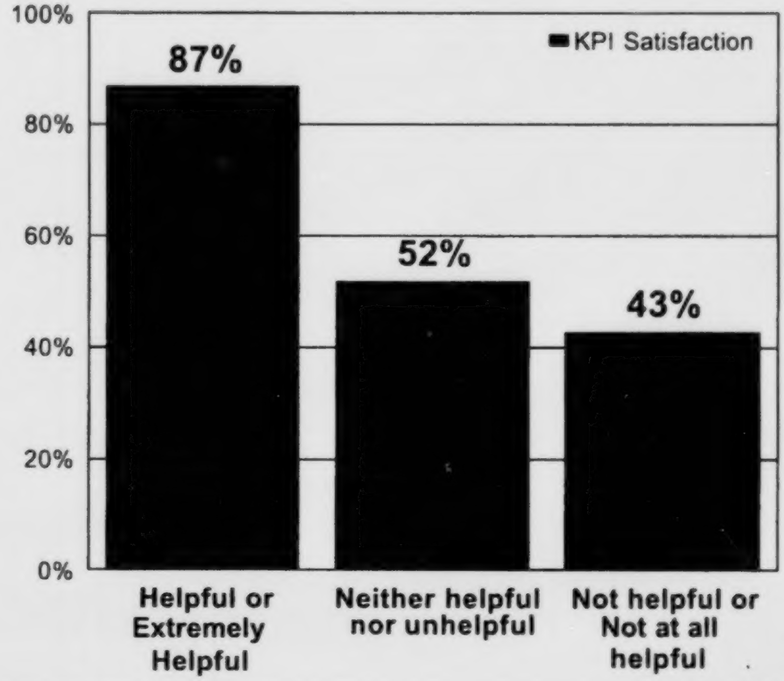
Drivers of Satisfaction – Graduate Survey

How Demographic Factors Affect Satisfaction

A number of other factors were examined to see how they were related to KPI Satisfaction. Most of these were demographic factors such as 'Male/Female' differences, 'Age', 'Educational Status', 'Employment Status', 'Type of Employee', 'Job/Education Relatedness', 'Hours working in job' and 'Gross Starting Salary'.

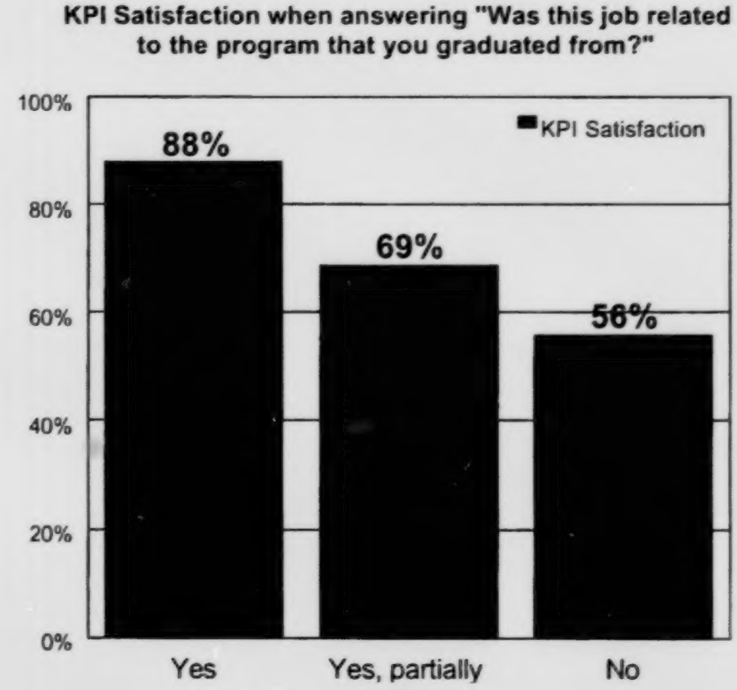
The relationship between the helpfulness of the skills developed during college to help graduates get their job and KPI Satisfaction was '*Very Strong*.' Eighty-seven percent of graduates who stated that the skills developed were 'Helpful or Extremely helpful' were 'Satisfied'; whereas only 52% of graduates who felt the skills were Neither helpful nor unhelpful' were 'Satisfied'. Lastly, only 43% of graduates who felt the skills were Not helpful or not at all helpful' were 'Satisfied'. The difference between the skills being 'Helpful' to get their job and 'Unhelpful' to get their job is 44%.

KPI Satisfaction when answering "To what extent did the skills you developed during college help you get your job?"



Drivers of Satisfaction – Graduate Survey

Another important finding relating to employment was the *'Strong'* relationship between satisfaction and whether the graduate currently had related employment. Eighty-eight percent of graduates who were employed in a related field were 'Satisfied'. Only 69% of those employed in a partially related field were 'Satisfied' and only 56% of those employed in an unrelated field were 'Satisfied' in the KPI Question. Again the difference in satisfaction is quite substantial at 32%.



The relationships between employment and KPI Satisfaction are the strongest. The helpfulness of the skills developed in college and being employed strongly impact the graduates' satisfaction.

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Drivers of Satisfaction – Graduate Survey

Some other interesting findings:

- When graduates were broken down by gender it was found that 4% more 'females' than 'males' were 'Satisfied' in the KPI question.
- Graduates interviewed who were 'unemployed and/or looking for a job' were 17% less 'Satisfied' than those in other categories.
- Those who were working more or less hours than an average workweek ('30-49 hours') were up to 11% less 'Satisfied' than those working an average workweek.
- In general graduates with a higher starting salary (i.e. 'more than $30,000') were up to 20% more 'Satisfied' than those with a lower starting salary.
- Graduates who were on 'contract' or considered 'permanent employees' were up to 11% more 'Satisfied' than those who were in other categories of employment types.

Top & Bottom Program Rankings

General

The following analysis goes beyond the overall college results to the results of specific programs. Here it becomes evident that there is a very significant spread in the satisfaction and characteristics of one program to another. Top and bottom programs are selected based on the results in order to understand the characteristics of a highly rated program and to identify programs that may require a more in-depth examination.

In order to rank the programs, satisfaction results have been used from the last 4 survey periods (Fall 1997 through Winter 2001). This gives more weight to the selection process. Programs that appeared among the top programs in this combined survey period as well as in the current survey period have been analyzed in more detail.

In Appendix 4, table 1, you will find tables that display the Top Programs with all their ratings for KPI as well as other **key survey questions**[12]. A 'Top 10' programs average has been created for benchmark purposes along with the College and Provincial averages. In Appendix 4, table 2, you will find a table that clearly compares all of the Top programs to their MCU counterparts.

In Appendix 5, table 1, you will find tables that display the Bottom programs with all their ratings for KPI as well as other **key survey questions**[12]. A 'Bottom 10' programs average has been created for benchmark purposes along with the College and Provincial averages. In Appendix 5, table 2, you will find a table that clearly compares the Bottom programs to their MCU counterparts.

In Appendix 3 you will find tables displaying all the College's programs with their statistical accuracy ratings for the current survey period and for all survey periods combined. This is a percentage that tells you when you look at program numbers how accurate they are to within plus or minus a certain percentage in the worst case scenario at the 95% confidence level. The program's KPI Satisfaction rate and the KPI Employment rate are also presented in these tables.

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[12] Q20 - "Was this job related to the program that you graduated from?"
Q21 - "To what extent did the skills you developed during college help you get your job?"
Q33 - "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?"
KPI Q34 "How would you rate your satisfaction with the usefulness of your college education in achieving goals after graduation?"
Q35 – "Would you recommend the program to someone else or not?"
Q37 – "Would you recommend the College to someone else or not?"

Top & Bottom Program Rankings

Top Programs

The Top Programs for the Sheridan College Graduate Survey were considered to be those with more than 90% KPI Satisfaction rate and which had at least 20 responses in both the KPI Satisfaction rate and KPI Employment rate from Fall 1997 through to Winter 2001. Nine programs qualified to be Top Programs. These are listed in the table below:

SHERIDAN COLLEGE TOP PROGRAMS		
Programs with more than 90% KPI Satisfaction (Fall 1997 through to Winter 2001)	KPI Satisfaction	Reponses in KPI Satisfaction (at least 20 responses)
Montessori EC Teacher Ed. (1198)	**100%**	**23**
Music Theatre – Performance (6320)	100%	34
Police Recruit Ed & Prep (13R0)	**100%**	**28**
Esthetician (1340)	**95%**	**80**
Early Childhood Education (1190)	**93%**	**434**
Police Foundations (1101)	**93%**	**70**
Personal Support Worker (1926)	**92%**	**128**
Architectural Technology Co-op (5200)	**92%**	**47**
Office Admin – Executive (2180)	91%	130

The 7 programs that were included in both this list & the Top KPI Employment list (pg.21) are bolded.

For these Top Programs, the KPI Employment rate ranged from 91% to 100%.

An additional 23 programs at the College had KPI Satisfaction rates between 80% and 90% for the same time period. This means that over one third of Sheridan College programs received 80% or more for their KPI Satisfaction rate (i.e. 32 of 86 programs which had at least 20 responses in the KPI Satisfaction rate and KPI Employment rate over the four survey periods).

Top & Bottom Program Rankings

The Current Year

For comparison purposes the top programs for the current survey period have been listed. Please note that many of these programs have low responses and therefore it is very likely, that there will be changes in the Top Programs list from year to year, because even one respondent's rating will have a large impact on the program's average rating.

The Top Programs for this survey period were considered to be those more than 90% KPI Satisfaction and which had at least 5 responses in both the KPI Satisfaction rate and KPI Employment rate. These are listed in the table below:

Program	KPI Satisfaction	Reponses in KPI Satisfaction (at least 5 responses)
Early Childhood Assistant (1840)	100%	24
Esthetician (1340)	**100%**	**22**
Police Recruit Ed & Prep (13R0)	**100%**	**15**
Montessori EC Teacher Ed. (1198)	**100%**	**14**
Sports Injury Management (1911)	100%	13
Music Theatre - Performance (6320)	**100%**	**11**
Community Outreach & Develop (1001)	100%	7
Computer Science Technician (3280)	100%	7
Chemical Eng. Technology Co-op (5750)	100%	7
Human Services Administration DE (1571)	100%	6
Crafts & Design - Glass (4270)	100%	6
Computer Animation - Tech Dir. (6121)	100%	5
Early Childhood Education (1190)	**96%**	**154**
Human Resource Mgmt Co-op (A680)	96%	70
Architectural Technology Co-op (5200)	**95%**	**20**
Office Admin - Legal (2200)	94%	18
Police Foundations (1101)	**93%**	**44**
Office Admin - Executive (2180)	**93%**	**29**
Risk Analyst (1215)	93%	14
Personal Support Worker (1926)	**92%**	**61**
Info Technology - Support Services Co-op (3614)	92%	12

The programs that made the top list for the four survey periods and the current year are bolded.

All of the top programs from the four survey periods were included in the Top programs of the current year.

Top & Bottom Program Rankings

Top Graduate KPI Employment

There were 26 Programs that had more than 95% KPI Graduate Employment and that had at least 20 graduate responses in both the KPI Satisfaction and KPI Employment rate. These are listed in the table below:

Programs with more than 95% KPI Employment for Fall 1997 through to Winter 2001	KPI Employment rate	Responses (Must be 20 or more)	Q20 Job-relatedness 'YES'
Architectural Technology Co-op (5200)	**100%**	**42**	**87%**
Journalism - Print (2741)	100%	31	40%
Police Foundations (1101)	**99%**	**65**	**46%**
Cosmetic Techniques & Mgmt (2843)	98%	57	61%
Telecommunications Management (3410)	98%	56	84%
Business Admin - Marketing Co-op (2520)	98%	44	69%
Pharmacy Assistant Co-op (1915)	98%	84	83%
Theatre Arts - Tech Production (6737)	97%	39	65%
Early Childhood Education DE (1197)	97%	67	83%
Electronics Engineering Technology (5120)	97%	33	48%
Sports Injury Management (1911)	97%	64	68%
Risk Analyst (1215)	97%	32	38%
Mechanical Eng. Technology Co-op (5380)	97%	31	79%
Development Disabilities Worker (1000)	97%	29	60%
Personal Support Worker (1926)	**97%**	**114**	**86%**
Chemical Eng. Technology Co-op (5750)	96%	28	60%
Police Recruit Ed & Prep (13R0)	**96%**	**26**	**55%**
Correctional Worker (1691)	96%	103	62%
Bachelor of Design Hon Deg (6131)	96%	25	71%
Esthetician (1340)	**96%**	**73**	**81%**
Animal Care (5430)	96%	163	54%
Human Services Administration (1570)	96%	46	31%
Early Childhood Education (1190)	**96%**	**331**	**79%**
Interior Design (6950)	96%	133	78%
Office Admin - Legal (2200)	96%	44	85%
Montessori EC Teacher Ed. (1198)	**96%**	**22**	**96%**

The 7 Programs that were included in both this list and the top KPI Satisfaction list are bolded.

Top & Bottom Program Rankings

Only two of the top College programs listed did not make the list for top employment rates. These programs are:

- Office Admin – Executive (2180), with an employment rate of 93%, and
- Music Theatre – Performance (6320), with an employment rate of 91%

Although these 26 programs all have over 95% Employment rates, it is important to note that their employment is not always related to the program from which they graduated. Since 'job-relatedness' has a '*Strong*' relationship with KPI Satisfaction, this can and has affected the satisfaction rates of most of these programs and should not be overlooked. This can be seen clearly from the table above, as programs with lower percentages of graduates working in a job-related field did not make the top program list for KPI Satisfaction rate although they had very high KPI Employment rates. For instance, although the program, Electronics Engineering Technology, has a 97% KPI Employment rate, it has a low satisfaction rate (59%) and few graduates from this program indicated that their job was related to their program (48%).

Twelve of these programs have less than 65% job-relatedness.

The following analysis is a brief examination of Sheridan College Top Programs. The programs examined include those that were Top programs in both the combined survey periods (i.e. Fall 1997 through Winter 2001) and the current survey period (i.e. Summer 2000 through Winter 2001).

Top & Bottom Program Rankings

Montessori EC Teacher Ed (1198)

This program had one of the highest reported KPI Satisfaction rates over the four survey periods at 100% and therefore made the top programs list. It has had 35 graduates with 27 survey responses over the four survey periods. Seventy-seven percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through to Winter 2001), ranking 1st for the KPI Satisfaction rate.

Overall, the Montessori EC Teacher Ed graduates had high ratings over the four survey periods, ranging from 96% to 100%, making it one of the strongest programs at Sheridan College.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Montessori EC Teacher Ed. (1198)	F97 – W01	100%	23	96%	22
	S00 – W01	100%	14	92%	13
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	100%	14	92%	13
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

This program had ratings the same as its **MCU counterpart**, which means it is representing the MCU ratings on its own and therefore there will be no comparisons to make.

In **KPI Satisfaction**, Montessori EC Teacher Ed was 19% to 20% above the Provincial and College ratings; however, it was the same as the Top 10 Programs average.

Montessori EC Teacher Ed's **KPI Employment rate** was up to 3% higher than both the College and Provincial averages; however, it is 8% lower than the Top 10 Programs average.

Montessori EC Teacher Ed's **Overall satisfaction with College preparation for work** was very high at 100%. It was up to 18% higher than both Province and College, and the same as the Top 10 Programs average.

The fact that the KPI Employment rate is high is good news for the College as 94% also reported that their program was **job-related**. Moreover, job-relatedness for this program is much higher than both the Province and College ratings (29% and 33% respectively), and is slightly above (+2%) the Top 10 Programs average.

Top & Bottom Program Rankings

Again, when graduates were asked whether their **skills were helpful in getting their job**, Montessori EC Teacher Ed. at Sheridan College had ratings higher than the Provincial and College average but only slightly higher (+1%) than the Top 10 Programs average.

Graduates from Montessori EC Teacher Ed at Sheridan College are more willing to **recommend their program** than graduates at both the Provincial and College levels, however, they are less likely to **recommend their College**.

Top & Bottom Program Rankings

Music Theatre – Performance (6320)

This program had a high Satisfaction rate over the four survey periods at 100% and therefore made the top programs list. It has had 85 graduates with 40 survey responses over the four survey periods. Forty-seven percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 1st for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Music Theatre – Performance (6320)	F97 – W01	100%	34	91%	34
	S00 – W01	100%	11	100%	9
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	87%	23	95%	20
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Music Theatre – Performance graduates at Sheridan College were 19% to 20% above the Provincial and College ratings. This program also rated much higher than the corresponding MCU program (13% higher) and was the same as the Top 10 Programs average.

Music Theatre – Performance's **Overall satisfaction with College preparation for work** rate was very high at 100%. It was 15% to 18% higher than both Province and College, the same as the Top 10 Programs average and 14% higher than the corresponding MCU program.

Music Theatre – Performance's **KPI Employment rate** was 10% to 11% higher than both the College and Provincial averages, 5% higher than its MCU counterpart and the same as the Top 10 Programs average.

When it comes to **job-relatedness**, these graduates rated 11% to 15% lower than the Provincial and College averages, as well as 42% lower than the Top 10 Programs average. Despite this, the Music Theatre – Performance graduates at Sheridan College rated 2% higher than the corresponding MCU program.

When graduates were asked whether their **skills were helpful in getting their job,** this program had lower ratings than the Province and College (by 13% and 12% respectively), and they also rated lower than its corresponding MCU program by 5% and much lower than the Top 10 Programs by 32%.

Top & Bottom Program Rankings

When it came to **recommending their program** Music Theatre – Performance graduates were 5% to 6% more likely to recommend their program than at the Provincial or College level. However, they were 8% less likely to recommend their program than the Top 10 Programs average and 4% less likely to recommend their program than the corresponding MCU program.

When it came to **recommending the College**, Music Theatre - Performance graduates were 4% to 5% more likely to recommend the College than at the Provincial or College level. These graduates rated the same as the Top 10 Programs average and the corresponding MCU program.

Music Theatre – Performance
Sheridan College vs. MCU

The Music Theatre – Performance graduates from Sheridan College scored up to 13% higher than its MCU program counterpart for all key survey questions, with 2 exceptions.

The first exception was that Sheridan College Music Theatre – Performance Graduates scored 4% lower in recommending their program. The second exception was that Sheridan College graduates scored 5% lower when it came to skills helpful in getting their job.

Top & Bottom Program Rankings

Police Recruit Ed & Prep (13R0)

This program had a high Satisfaction rate over the four survey periods at 100% and therefore made the top programs list. It has had 41 graduates with 33 survey responses over the four survey periods. Eighty percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 1st for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Police Recruit Ed & Prep (13R0)	F97 – W01	100%	28	96%	26
	S00 – W01	100%	15	93%	14
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	100%	15	93%	14
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

This program had ratings the same as its **MCU counterpart**, which means it is representing the MCU ratings on its own and therefore there will be no comparisons to make.

In **KPI Satisfaction**, Police Recruit Ed & Prep at Sheridan College was 19% to 20% above the Provincial and College ratings. It was rated the same as the Top 10 Programs average.

In **Overall satisfaction with College preparation for work** Police Recruit Ed. & Prep graduates rated slightly above the College rating (1% higher) and slightly below the Provincial rating (2% lower). The graduates of this program rated 17% lower than the Top 10 Programs average for this key question.

Police Recruit Ed & Prep's **KPI Employment rate** was 3% to 4% higher than the College and Provincial averages; however, it was 7% lower than the Top 10 Programs average.

When it comes to **job-relatedness**, Police Recruit Ed & Prep graduates gave a low rating of 31%. This rating was 30% to 34% lower than the College and Provincial average. This program also rated much lower than the Top 10 Programs average (by 61%). This area is in need of improvement.

When graduates were asked whether their **skills were helpful in getting their job,** this program had lower ratings than the Province and College (16% and 15% respectively) and had much lower ratings than the Top 10 Programs average by 35%.

Top & Bottom Program Rankings

When it came to **recommending their program and the College**, Police Recruit Ed & Prep graduates were 4% to 7% more likely to recommend them than at the College or Provincial level. When comparing to the Top 10 Programs average, these graduates were 7% less likely to recommend the program, but would recommend the College at the same rate (at 100%).

Top & Bottom Program Rankings

Esthetician (1340)

This program had a high Satisfaction rate over the four survey periods at 95% and therefore made the top programs list. It has had 114 graduates with 86 survey responses over the four survey periods. Seventy-five percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 1st for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Esthetician (1340)	F97 – W01	95%	80	96%	73
	S00 – W01	100%	22	95%	21
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	92%	50	96%	47
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Esthetician at Sheridan College was 19% to 20% above the Provincial and College ratings. It was rated the same as the Top 10 Programs average; however, it was much higher than the corresponding MCU program (8% higher).

In **Overall satisfaction with College preparation for work** Esthetician graduates rated 15% to 18% higher than Provincial and College ratings. This program also rated 6% higher than its MCU counterpart and the same as the Top 10 Programs average.

Esthetician's **KPI Employment rate** was 5% to 6% higher than the College and Provincial averages. It was, however 5% lower than the Top 10 Programs average and 1% lower than its MCU counterpart.

Esthetician's rated 100% on **KPI Satisfaction**, **Overall Satisfaction with college preparation for work**, **Skills helpful in getting their job**, and **recommending both the program and the College**. The rating for **KPI Employment** and **job-relatedness** was 95%. These scores make it one of Sheridan College's strongest programs this current survey period.

The program being **job-related** is a definite strength of this program. A much higher proportion of graduates from the Esthetician at Sheridan College said that their program was job-related in comparison with graduates from the Province and College (30% and 34% respectively). This program also scored 3% higher for job-relatedness than the Top 10 Programs average and 7% higher than the corresponding MCU program.

Top & Bottom Program Rankings

When graduates were asked whether their **skills were helpful in getting their job,** this program rated very high at 100%. This rating was much higher than the Province and College by 20% to 21%. This program also rated slightly higher than the Top 10 Programs average, and 8% higher than its corresponding MCU program.

One hundred percent of the Esthetician graduates would **recommend their program and the College.** These graduates rated 4% to 14% higher than the Provincial and College ratings, and rated the same as the Top 10 Programs average. In comparison with the corresponding MCU program, Esthetician graduates from Sheridan College were 13% more likely to recommend their program and 2% more likely to recommend the College.

Esthetician
Sheridan College vs. MCU

Sheridan College Esthetician scored 2% to 13% higher than MCU Esthetician graduates for all key survey questions with one exception.

The exception was that Sheridan College Esthetician Graduates had a 1% lower Employment rate.

Top & Bottom Program Rankings

Early Childhood Education (1190)

This program had a high Satisfaction rate over the four survey periods at 93% and therefore made the top programs list. It has had 621 graduates with 493 survey responses over the four survey periods. Seventy-nine percent of the graduates from this program are represented in the results. This program has had the second largest number of graduates of all the programs at Sheridan College over the past 4 survey periods; the program with the largest number of graduates is Art Fundamentals (with 1,017 graduates). It also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 2nd for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Early Childhood Education (1190)	F97 – W01	93%	434	96%	331
	S00 – W01	96%	154	94%	131
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	93%	1,373	94%	1,109
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Early Childhood Education at Sheridan College was 15% to 16% above the Provincial and College ratings. This program was also slightly above the corresponding MCU Program (by 3%). It was, however, slightly below the Top 10 Programs average (4% lower).

In **Overall satisfaction with College preparation for work** Early Childhood Education graduates rated 10% to 13% higher than Provincial and College ratings. This program also rated slightly higher (1%) than its MCU counterpart but rated lower than the Top 10 Programs average by 5%.

Early Childhood Education's **KPI Employment rate** was 4% to 5% higher than both the College and Provincial averages, and was rated the same as its MCU counterpart. This program, however, was 6% lower than the Top 10 Programs average.

This program had a much higher rating than both the Province and College for **job-relatedness** (16% and 20% respectively). It was slightly lower than its MCU counterpart (by 2%) and much lower than the Top 10 Programs average (by 11%).

When graduates were asked whether their **skills were helpful in getting their job,** this program had higher ratings than the Province and College (12% and 13% respectively). Compared to its corresponding MCU program, the graduates at Sheridan College rated slightly higher (1%), but had lower ratings than the Top 10 Programs average (by 7%).

Top & Bottom Program Rankings

When it came to **recommending their program and the College**, Early Childhood Education graduates were 1% to 7% more likely to recommend them than at the College or Provincial level. These graduates rated lower than the Top 10 Programs average by 3% to 7%. In comparison with the corresponding MCU program, Early Childhood Education graduates from Sheridan College were 1% less likely to recommend their program but would recommend the College the same (at 97%).

Early Childhood Education
Sheridan College vs. MCU

MCU Early Childhood Education rated about the same as Sheridan College's Early Childhood Education, within 3%.

Top & Bottom Program Rankings

Police Foundations (1101)

This program had a high Satisfaction rate over the four survey periods at 93% and therefore made the top programs list. It has had 90 graduates with 72 survey responses over the four survey periods. Eighty percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 5th for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Police Foundations (1101)	F97 – W01	93%	70	99%	65
	S00 – W01	93%	44	98%	40
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	84%	848	93%	691
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Police Foundations at Sheridan College was 12% to 13% above the Provincial and College ratings. This program was also above the corresponding MCU Program by 9%. It was, however, below the Top 10 Programs average by 7%.

In **Overall satisfaction with College preparation for work** Police Foundations graduates rated 6% to 9% higher than Provincial and College ratings, and also rated 6% higher than its MCU counterpart. This program, however, rated 9% lower than the Top 10 Programs average.

Police Foundations' **KPI Employment rate** was 8% to 9% higher than the College and Provincial averages and 5% higher than its MCU counterpart. This program, however, was slightly lower (2%) than the Top 10 Programs average.

When it comes to **job-relatedness**, Police Foundations graduates gave a low rating of 48%. This rating was 13% to 17% lower than the College and Provincial average. This program also rated much lower than the Top 10 Programs average (by 44%). However, when compared to its MCU counterpart, the graduates at Sheridan College rated 7% higher.

When graduates were asked whether their **skills were helpful in getting their job,** this program had lower ratings than the College and Province by 9% to 10%, and also had a lower rating than the Top 10 Programs average by 29%. When compared to its corresponding MCU program, the graduates at Sheridan College rated 5% higher.

Top & Bottom Program Rankings

When it came to **recommending their program and the College**, Police Foundations graduates were 4% to 7% more likely to recommend them than at the Provincial or College level. In comparison with the corresponding MCU program, Police Foundations graduates from Sheridan College were 2% more likely to recommend their program and 5% more likely to recommend the College.

Police Foundations
Sheridan College vs. MCU

Sheridan College Police Foundations scored 2% to 9% higher than the MCU Police Foundations for all key survey questions. KPI Satisfaction was 9% higher for Sheridan College graduates and job-relatedness was 7% higher.

Top & Bottom Program Rankings

Personal Support Worker (1926)

This program had a high Satisfaction rate over the four survey periods at 92% and therefore made the top programs list. It has had 222 graduates with 172 survey responses over the four survey periods. Seventy-seven percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 6th for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Personal Support Worker (1926)	F97 – W01	92%	128	97%	114
	S00 – W01	92%	61	98%	52
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	93%	1,206	93%	1,075
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Personal Support Worker at Sheridan College was 11% to 12% above the Provincial and College ratings. It was, however, below both the Top 10 Programs average (8% lower) and the average for the corresponding MCU program (1% lower).

In **Overall satisfaction with College preparation for work** Personal Support Worker graduates rated 10% to 13% higher than Provincial and College ratings. This program, however, rated slightly lower than its MCU counterpart (by 1%) and lower than the Top 10 Programs average by 5%.

Personal Support Worker's **KPI Employment rate** was 8% to 9% higher than the College and Provincial averages and was 5% higher than its MCU counterpart. This program, however, was slightly lower (2%) than the Top 10 Programs average.

This program had a much higher rating than both the Province and College for **job-relatedness** by 17% and 21% respectively. It was below its MCU counterpart by 4% and also below the Top 10 Programs average by 10%.

When graduates were asked whether their **skills were helpful in getting their job,** this program had higher ratings than the Province and College by 10% to 11%, but had lower ratings than the Top 10 Programs average by 9%. When comparing to its corresponding MCU program, the graduates at Sheridan College rated the same.

Top & Bottom Program Rankings

When it came to **recommending their program and the College**, Personal Support Worker graduates were 2% to 3% more likely to recommend them than at the College or Provincial level. In comparison with the corresponding MCU program, Personal Support Worker graduates from Sheridan College were 6% less likely to recommend their program but 1% more likely to recommend the College.

Personal Support Worker
Sheridan College vs. MCU

MCU Personal Support Worker scored 1% to 6% lower than Sheridan College Personal Support Worker for all key survey questions with 3 exceptions.

The first exception was that Sheridan College Personal Support Worker Graduates had a 5% higher Employment rate. Second was that they had the same rating for skills helpful in getting their job, and third was that 1% more Sheridan College Personal Support Worker Graduates would recommend their College.

Top & Bottom Program Rankings

Architectural Technology Co-op (5200)

This program had a high Satisfaction rate over the four survey periods at 92% and therefore made the top programs list. Architectural Technology Co-op has had 68 graduates with 52 survey responses over the four survey periods. Seventy-six percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 3rd for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Architectural Technology Co-op (5200)	F97 – W01	92%	47	100%	42
	S00 – W01	95%	20	100%	21
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	86%	186	95%	173
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Architectural Technology Co-op at Sheridan College was 14% to 15% above the Provincial and College ratings. This program was also 9% above the corresponding MCU program. It was, however, below the Top 10 Programs average by 5%.

In the area of **Overall satisfaction with College preparation for work,** the Architectural Technology Co-op graduates rated quite low at 77%. This rate is 5% to 8% lower than the College and Provincial averages, is 23% lower than the Top 10 Programs average and is 9% lower than the corresponding MCU Program.

Architectural Technology Co-op's **KPI Employment** rate was very high at 100%. It was 10% to 11% higher than the College and Provincial ratings, the same as the Top 10 Programs average and 5% higher than the corresponding MCU program.

When it comes to **job-relatedness**, these graduates rated at a very high rating of 91%. This rating was 26% to 30% higher than the Provincial and College average and 12% higher than its MCU program counterpart. Architectural Technology Co-op graduates rated slightly below the Top 10 Programs average (by 1%).

When graduates were asked whether their **skills were helpful in getting their job,** this program had higher ratings than the Province and College by 11% and 12% respectively, and slightly higher than its MCU program counterpart (by 4%), but had lower ratings than the Top 10 Programs by 8%.

Top & Bottom Program Rankings

When it came to **recommending their program and the College**, Architectural Technology Co-op graduates rated the same or slightly below (1%) the ratings at the Provincial and College level. In comparison with the corresponding MCU program, Architectural Technology Co-op graduates from Sheridan College were 3% less likely to recommend their program but 2% more likely to recommend the College.

Architectural Technology Co-op
Sheridan College vs. MCU

Sheridan College Architectural Technology Co-op scored 2% to 12% higher than MCU Architectural Technology Co-op for all key survey questions with 2 exceptions.

The first exception was that Sheridan College Architectural Technology Co-op Graduates had a 9% lower satisfaction with College preparation for work and second was that 3% fewer Sheridan College Architectural Technology Co-op graduates would recommend their program.

Top & Bottom Program Rankings

Office Admin – Executive (2180)

This program had a high Satisfaction rate over the four survey periods at 91% and therefore made the top programs list. It has had 193 graduates with 149 survey responses over the four survey periods. Seventy-seven percent of the graduates from this program are represented in the results. This program also made the top programs list for this current survey period (i.e. Summer 2000 through Winter 2001) ranking 5th for the KPI Satisfaction rate.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Office Admin – Executive (2180)	F97 – W01	91%	130	93%	121
	S00 – W01	93%	29	93%	27
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	87%	292	85%	259
Top 10 Programs	S00 – W01	100%	126	100%	149

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Office Admin – Executive at Sheridan College was 12% to 13% above the Provincial and College ratings. This program was also above the corresponding MCU Program by 6%. It was however, below the Top 10 Programs average by 7%.

In **Overall satisfaction with College preparation for work** Office Admin – Executive graduates rated 8% to 11% higher than Provincial and College ratings and rated slightly higher than its MCU counterpart (by 1%). This program, however, rated lower than the Top 10 Programs average by 7%.

Office Admin - Executive's **KPI Employment rate** was 3% to 4% higher than the College and Provincial averages, and 8% higher than its MCU counterpart. This program, however, was 7% lower than the Top 10 Programs average.

When it came to **job-relatedness**, these graduates gave a low rating of 60%. This rating was 1% to 5% lower than the College and Provincial average and was much lower than the Top 10 Programs average by 32%. In comparison to its MCU counterpart, the graduates at Sheridan College rated 7% lower. This is an area in need of improvement for this program.

The Office Admin – Executive graduates rated high when it came to their **skills being helpful in getting the job** at 90%. This is a definite strength of this program. These graduates scored 10% to 11% higher than at the Provincial and College level, and were 5% higher than the corresponding MCU Program.

Top & Bottom Program Rankings

When it came to **recommending their program and the College**, Office Admin – Executive graduates were 4% to 11% more likely to recommend them than at the College or Provincial level. In comparison with the corresponding MCU program, Office Admin – Executive graduates from Sheridan College were 4% more likely to recommend their program and 5% more likely to recommend the College.

Office Admin – Executive
Sheridan College vs. MCU

Sheridan College Office Admin - Executive scored 1% to 8% higher than MCU Office Admin - Executive for all key survey questions with 1 exception.

The exception was that Sheridan College Office Admin - Executive Graduates had a 7% lower job-relatedness rating than MCU Office Admin – Executive.

Top & Bottom Program Rankings

Bottom Programs

The Bottom Programs for the Sheridan College Graduate Survey were considered to be those with less than 60% KPI Satisfaction and which had at least 20 responses in both the KPI Satisfaction and KPI Employment rates from the Fall 1997 through to the Winter 2001.

Six programs met the criteria for Bottom Programs. These are listed in the table below:

SHERIDAN COLLEGE BOTTOM PROGRAMS		
Programs with less than 60% for Fall 1997 through to Winter 2001	KPI Satisfaction	Responses KPI Satisfaction (must be at least 20)
Electronics Engineering Technology (5120)	59%	34
Computer Programmer (3220)	59%	273
Security System Implementation & Design (1005)	58%	48
Investigation - Public & Private (1002)	56%	82
Logistics - Co-op (2012)	53%	32
Court and Tribunal Agent (1004)	53%	74

For these Bottom Programs, the KPI Employment rate ranged from 86% to 97%. None of these programs were included in the bottom KPI Employment list.

There were an additional 16 programs that had KPI Satisfaction rates between 60% and 70% and had at least 20 responses in both KPI Satisfaction and KPI Employment rates. This means that, a total of 22 programs had KPI Satisfaction rates of 70% or less, with at least 20 responses in both KPI Satisfaction and KPI Employment rates. In other words, about only one quarter of Sheridan College's programs have moderate to low levels of Satisfaction (22 of 86).

Top & Bottom Program Rankings

The Current Year

For comparison purposes we have also listed the bottom programs for the current survey period (i.e. Summer 2000, Fall 2000 and Winter 2001). Please note that most of these programs have low responses, and therefore it is highly likely, that there will be changes in the Bottom Programs list from year to year, because even one respondent's rating will have a large impact on the program's average rate.

The Bottom Programs for this survey period were considered to be those with less than 60% KPI Satisfaction and which had at least 5 responses in both the KPI Satisfaction and KPI Employment rates. Six programs qualified to be Bottom Programs. These are listed in the table below:

Program	KPI Satisfaction	Responses KPI Satisfaction
Journalism - Print (2741)	59%	17
Quality Assurance Mfg. & Mgt. Co-op (5113)	58%	12
Computer Programmer (3220)	**58%**	**76**
Interactive Multimedia (3600)	56%	18
Animation Classical (6010)	51%	41
Electronics Engineering Technology Co-op (5300)	50%	10
Logistics - Co-op (2012)	**20%**	**10**

The two programs bolded were in the bottom programs for the four survey periods and the current year.

Top & Bottom Program Rankings

Bottom Graduate KPI Employment

There were 4 Programs that had 80% or less Graduate Employment rate and which had 20 or more graduate responses in both the KPI Satisfaction and KPI Employment for the Fall 1997 through to the Winter 2001. These are listed in the table below.

Programs with 80% or less KPI Employment rate for Fall 1997 through to Winter 2001	KPI Employment rate	Responses (Must be 20 or more)	Q20 Job relatedness 'Yes'
Animation - Classical (6010)	80%	76	77%
Quality Assurance Mfg & Mgt Co-op (5113)	80%	25	79%
Journalism - New Media (2747)	74%	23	67%
Corporate Communications Co-op (2019)	71%	21	72%

The KPI Employment rate for these programs ranged from 71% to 80%, which, although considered to be the bottom programs in this category, are relatively high.

Although the graduates of these 4 programs have lower employment rates overall, they all have relatively high job-relatedness, ranging from 67% to 79%. Since job-relatedness has a *'Strong'* relationship with KPI Satisfaction, this may be the reason that these programs are not part of the bottom programs for KPI Satisfaction.

The following analysis is a brief examination of Sheridan College bottom programs. The programs examined include those that were Bottom programs in both the combined survey periods (Fall 1997 through Winter 2001) and the current survey period (Summer 2000 through to Winter 2001).

Top & Bottom Program Rankings

Computer Programmer (3220)

This program had a low KPI Satisfaction rate over the four survey periods of 59% and therefore is considered a bottom program. It has had 437 graduates with 322 survey responses over the four survey periods. Seventy-four percent of the graduates from this program are represented in the results. This program was also a bottom program for this current survey period (i.e. Summer 2000, Fall 2000 and Winter 2001) having the fifth lowest KPI Satisfaction rating among programs.

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Computer Programmer (3220)	F97 – W01	59%	273	90%	240
	S00 – W01	58%	76	88%	66
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	68%	649	75%	591
Bottom 10 Programs	S00 – W01	56%	258	73%	146

Benchmark Comparisons (Summer 2000 through Winter 2001)

In general, this program had ratings that were lower than the Province, College and corresponding MCU program but were higher than the Bottom 10 Programs average.

In **KPI Satisfaction**, Computer Programmer at Sheridan College was 22% to 23% below the College and Provincial ratings and it was 10% below the corresponding MCU program ratings. These are very large differences in KPI Satisfaction and definitely leave much room for improvement. This program was, however, 2% above the Bottom 10 Programs average.

The same pattern is seen in **Overall satisfaction with College preparation for work.** Computer Programmer graduates rated 22% to 34% lower than Provincial, College and MCU program ratings, however, rated slightly higher than the Bottom 10 Programs average (by 1%).

Computer Programmer's **KPI Employment rate** was just slightly lower than the College and Provincial averages by 1% to 2%. It was, however, 13% higher than its MCU counterpart and 15% higher than the Bottom 10 Programs average.

This program had a much lower rating than both the College and Province for **job-relatedness** by 35% to 39%. It also had a 25% lower rating than its corresponding MCU program. It did, however, rate 3% higher than the Bottom 10 Programs average.

Top & Bottom Program Rankings

When Computer Programmer graduates were asked whether their **skills were helpful in getting their job**, they rated much lower than the College and Provincial averages by 26% to 27%, and 18% below the corresponding MCU program. This program, however, rated the same helpfulness rating as the Bottom 10 Programs average.

When it came to **recommending their program and College**, Computer Programmer graduates were less likely to recommend their program than to recommend the College. Twelve percent to 24% less would recommend their program than at the Provincial level, College level and with the corresponding MCU program whereas, only 0% to 5% less would recommend the College. The Computer Programmer rating for recommending their program was 4% higher than the Bottom 10 Programs average, and was 12% higher for recommending the College than the Bottom 10 Programs average.

Computer Programmer
Sheridan College vs. MCU

Computer Programmer at Sheridan College had lower ratings in all of the key survey questions than its corresponding MCU program with 2 exceptions.

The first exception is KPI Employment Rate where Sheridan College Computer Programmer graduates scored 13% higher and Graduates willing to recommend their college, which was 5% higher than the corresponding MCU program.

Top & Bottom Program Rankings

Logistics – Co-op (2012)

This program had a low KPI Satisfaction rate over the four survey periods of 53% and therefore is considered a bottom program. It has had 47 graduates with 38 survey responses over the four survey periods. Eighty-one percent of the graduates from this program are represented in the results. This program was also a bottom program for this current survey period (i.e. Summer 2000, Fall 2000 and Winter 2001) having the lowest KPI Satisfaction rating among programs (at 20%).

		KPI Satisfaction rate	Responses in KPI Satisfaction rate	KPI Employment rate	Responses in KPI Employment rate
Logistics – Co-op (2012)	F97 – W01	53%	32	93%	30
	S00 – W01	20%	10	100%	11
College	S00 – W01	80%	2,617	90%	2,205
Province	S00 – W01	81%	30,790	89%	25,382
MCU Program	S00 – W01	63%	24	96%	22
Bottom 10 Programs	S00 – W01	56%	258	73%	146

Benchmark Comparisons (Summer 2000 through Winter 2001)

In **KPI Satisfaction**, Logistics – Co-op at Sheridan College was much lower than the College and Provincial ratings by 60% to 61%. It was lower than the Bottom 10 Programs average and corresponding MCU program ratings by 36% and 43% respectively. These are very large differences in KPI Satisfaction and definitely leave much room for improvement. It is clear that the graduates from this program are not 'Satisfied', with a satisfaction rating of 20%, however, because there are few graduates from this program included in this current survey period (only 10), even one respondent's rating will have a large impact on the program's average rating.

The same pattern exists in **Overall satisfaction with College preparation for work.** Logistics - Co-op graduates rated 64% to 67% lower than the College and Provincial ratings. It also rated 32% below the Bottom 10 Programs average and 39% below the MCU program ratings.

Logistics – Co-op graduates' **KPI Employment** rate for the current survey period was very high at 100%. It was 10% to 11% higher than the College and Province, 27% higher than the Bottom 10 Programs average and 4% higher than the corresponding MCU program.

Logistics – Co-op had a fairly high **job-relatedness** rating for a Bottom Program (73%). This rating was 8% to 12% higher than the Provincial and College average. It was also much higher than the Bottom 10 Programs average by 50%. This program, however, was slightly below the corresponding MCU program by 4%.

Top & Bottom Program Rankings

Logistics – Co-op graduates did not rate quite so low when graduates were asked whether their **skills were helpful in getting their job**. This program rated slightly above the Provincial and College averages by 2% to 3% and 29% higher than the Bottom 10 Programs average. It was, however, below the corresponding MCU program by 4%.

When it came to **recommending their program**, Logistics – Co-op graduates were less likely to recommend their program than at the Provincial level, College level, the Bottom 10 Programs average and with the corresponding MCU program by 32% to 60%.

When it came to **recommending their College**, Logistics – Co-op graduates were less likely to recommend their College than at the Provincial level (22% lower), the College level (23% lower), the Bottom 10 Programs average (by 10%) and the corresponding MCU program (by 11%).

Logistics – Co-op
Sheridan College vs. MCU

Logistics – Co-op at Sheridan College had lower ratings in all of the key survey questions than its corresponding MCU program, except for KPI Employment, which was 4% higher.

The biggest difference was in the KPI Satisfaction rate where Logistics - Co-op graduates at Sheridan College were 43% less satisfied than the MCU program. In all other key questions, Logistics – Co-op at Sheridan College scored between 4% and 39% lower.

College Trends

General

This section indicates the progressions or digressions being made by the College by looking at how ratings have changed over the four survey periods.

There was a significant change in the scale of the survey in the Summer 1998 through to the Winter 1999 survey period. This had a dramatic effect on graduate satisfaction ratings. Therefore, in this section, analysis will be focussed on the changes in the last 3 survey periods from which time the scale has been consistent.

Appendix 6 displays the College's trends in easy-to-read tables for the four survey periods.

KPI Satisfaction rate and KPI Employment rate

The KPI Graduate Satisfaction rate increased by 3% between the 1998/1999 and 1999/2000 periods but for this current survey period, it has remained fairly stable decreasing by 1%.

The KPI Employment rate remained constant for the first three survey periods, however, for this current survey period, it has dropped by 3%.

Survey Year	KPI Graduate Satisfaction rate	KPI Graduate Employment rate
1997/1998	70%	93%
1998/1999	78%	93%
1999/2000	81%	93%
2000/2001	80%	90%

College Trends Between Fall 1997 & Winter 2001

Satisfaction Ratings

The table below shows graduate satisfaction ratings for various aspects of College programs for the four survey periods.

The rating that has had the largest increase (by 5%) from the last survey period was 'Equipment was up-to-date'. This aspect also had a 2% increase from the 1998/1999 survey period to the 1999/2000 survey period.

Another significant improvement occurs with 'Courses were up-to-date'. Since the 1998/1999 survey period, satisfaction has increased 5% at the College.

'Preparation for the job market' has decreased slightly (by 3%) from the 1999/2000 survey period to the 2000/2001 survey period. This was after the rating of satisfaction had increased by 6% from the 1998/1999 survey period to the 1999/2000 survey period. And because 'Preparation for the job market' has a '*Very Strong*' relationship with the KPI Satisfaction, this aspect is in need of attention.

The greatest decrease from the last survey period to the current one (by 9%) was 'Skills developed in Co-op, clinical field placement experience, and career placement services'. The reason for this is due to the change in the wording of this question for the current survey period from 'Skills developed in courses' in previous survey periods.

Q22 "Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?"	1997/1998 Graduate Satisfaction	1998/1999 Graduate Satisfaction	1999/2000 Graduate Satisfaction	2000/2001 Graduate Satisfaction	Difference between 1999/2000 & 2000/2001
22A. Course content	67%	80%	84%	84%	0%
22B. Courses were up-to-date	74%	83%	86%	88%	+2%
22C. Overall quality of instruction	69%	81%	83%	83%	0%
22D. Equipment was up-to-date	66%	76%	78%	83%	+5%
22E. Preparation for the job market	57%	71%	77%	74%	-3%
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services*	75%	86%	89%	80%	-9%

* This question changed for the 2000/2001 survey period. For previous survey periods it was 'Skills developed in courses'

College Trends Between Fall 1997 & Winter 2001

The table below shows graduate satisfaction ratings for various skills and abilities linked with educational preparation.

Graduate satisfaction has remained fairly stable over the last three survey periods with many skills and abilities having slight increases from the last survey period.

Both 'Critical thinking' and 'Problem solving' have increased by 2% in satisfaction from the 1999/2000 survey period to the 2000/2001 survey period, and they have also increased another 2% in satisfaction from the 1998/1999 survey to the 1999/2000 survey period. 'Productivity' has also seen a 2% increase from the 1999/2000 survey period to the current survey period.

Although satisfaction with 'Math skills' has remained constant since the last survey period of 1999/2000 (at 65%), it increased 5% from the 1998/1999 survey period to the 1999/2000 survey period.

Q32 "When you first started working after graduation how satisfied were you with your educational preparation for the following skills and abilities."	1997/1998 Graduate Satisfaction	1998/1999 Graduate Satisfaction	1999/2000 Graduate Satisfaction	2000/2001 Graduate Satisfaction	Difference between 1999/2000 and 2000/2001
A. Specific job-related knowledge	66%	77%	79%	79%	0%
B. Specific job-related skills	66%	79%	80%	80%	0%
C. Oral communication	76%	85%	86%	87%	+1%
D. Written communications	66%	81%	83%	84%	+1%
E. Comprehension	75%	87%	88%	89%	+1%
F. Math skills	39%	60%	65%	65%	0%
G. Computer skills	65%	74%	77%	77%	0%
H. Critical thinking	73%	83%	85%	87%	+2%
I. Problem solving	75%	84%	86%	88%	+2%
J. Research and analysis	62%	74%	77%	78%	+1%
K. Teamwork	82%	88%	90%	90%	0%
L. Organization and planning	79%	85%	86%	87%	+1%
M. Time management	76%	82%	85%	85%	0%
N. Quality of work	78%	87%	88%	87%	-1%
O. Productivity	75%	84%	84%	86%	+2%
P. Creative and Innovative	66%	76%	79%	80%	+1%
Q. Adaptable	72%	85%	86%	85%	-1%
R. Responsible	83%	88%	89%	89%	0%

College Trends Between Fall 1997 & Winter 2001

Job-Relatedness

When it came to the job-relatedness of programs, there was a 2% decrease of graduates reporting that their jobs are related to the program from which they graduated from the 1999/2000 survey period to the current 2000/2001 survey period. This is after a 4% increase between the 1998/1999 survey period and the 1999/2000 survey period. Despite the decrease, the current survey period had 61% of Sheridan College graduates say 'Yes' that their jobs were related to their program compared to 59% in the 1998/1999 survey period, which is a 2% increase over the 2 survey periods.

The decrease in job-relatedness in the current year is a factor that should be monitored, as it was a '*Strong*' driver of KPI Satisfaction.

The same trend can be seen with job-relatedness at the Provincial level where it dropped by 2% from 67% to 65%, in this current survey period after it had climbed 2% before that.

When graduates were asked, "To what extent did the skills you developed during college help you get your job?", 79% answered 'Helpful' or 'Extremely helpful' which is 2% less than in the last survey period 1999/2000. This is after a 5% increase in helpfulness from the 1998/1999 survey period to the 1999/2000 survey period (from 76% to 81%).

Demographic Trends

As can be seen in the table on the following page, the most significant change in demographics between this survey period and the last was the 6% decrease in the percentage of graduates who were 'attending an educational institution on a full-time or part-time basis at Sheridan College' during reference week. Since the 1998/1999 survey period, the percentage of students at Sheridan College full-time or part-time', during reference week, has decreased by 9%.

Another significant decrease (by 6%) in demographics from the last survey period to the current one was the percentage of graduates who said that they were 'Employed or self-employed'. This was compensated by a higher percentage of graduates who were 'Unemployed and looking for a job' and 'Employed but looking for another job'. Up until the current survey period, the employment demographics of the graduates at Sheridan College were fairly stable.

There was a 3% increase for this survey period in the number of graduates who reported having 'Two jobs' and a 4% decrease in the number who reported having 'One job'.

College Trends Between Fall 1997 & Winter 2001

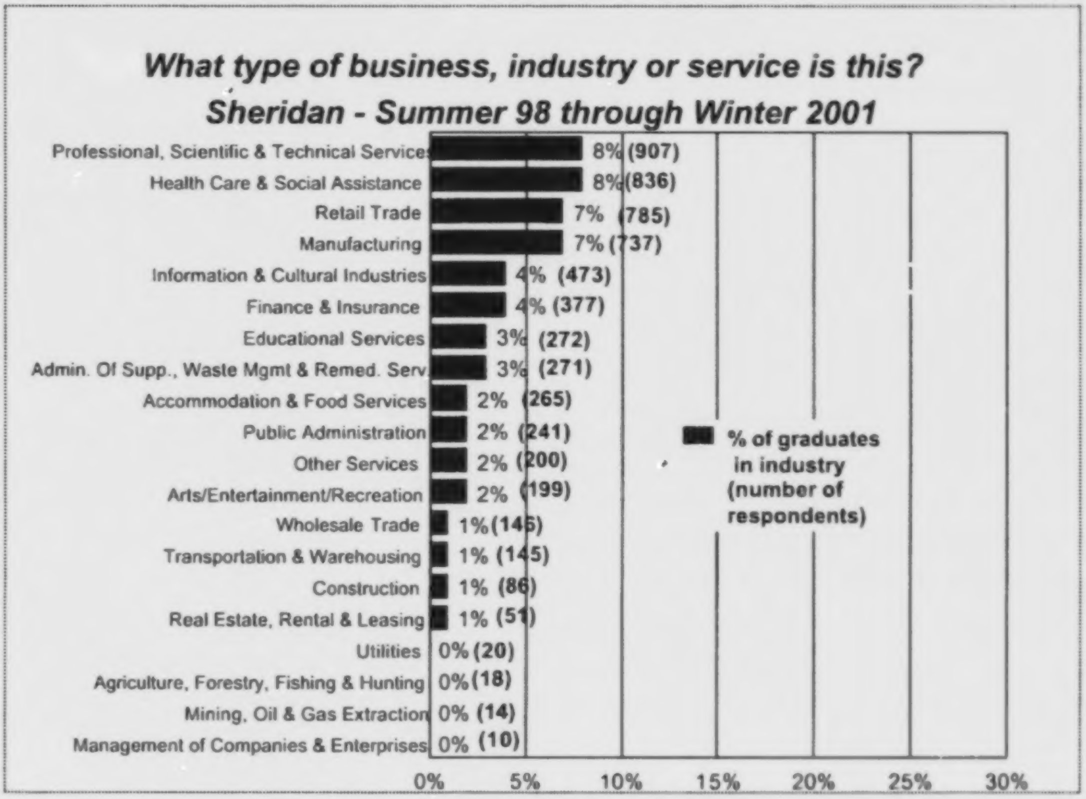
The table below presents demographic results for the last four survey periods. The current year is highlighted in the last column.

College Demographic Information	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Number of graduates included in KPI Satisfaction rate	1,868	2,080	2,396	2,617
Number of graduates included in KPI Employment rate	1,531	1,622	1,938	2,205
Completion rate (number of completed surveys/total number of graduates)	75%	72%	72%	73%
Response rate [number of completed surveys/number of valid graduates available for surveying (e.g. a valid telephone number was available, etc.)]	86%	82%	83%	84%
Q1 Percentage of graduates attending an educational institution on a full-time basis	20%	21%	18%	15%
Q1 Percentage of graduates attending an educational institution on a part-time basis	4%	5%	5%	5%
Q1 Percentage of graduates not attending an educational institution during the reference week	76%	74%	77%	80%
Q2 Percentage of graduates who were attending an educational institution on a full-time or part-time basis at Sheridan College	51%	53%	50%	44%
Q6 Percentage of graduates who were: 'Employed or self-employed'	83%	83%	82%	76%
Q6 : 'Employed but looking for another job'	7%	8%	8%	12%
Q6 : 'Not employed but had accepted a job to start shortly'	0%	0%	1%	1%
Q6 : 'Not employed but looking for a job'	7%	7%	6%	9%
Q6 : 'Not employed but not looking for a job'	3%	3%	3%	2%
Q7 Percentage of employed graduates who had: 'One job'	83%	89%	89%	85%
Q7 :'Two jobs'	15%	10%	10%	13%
Q7 :'Three jobs'	2%	1%	1%	1%
Q20 Percentage of graduates who answered 'Yes' to "Was this job related to the program that you graduated from?"	60%	59%	63%	61%
Q20 : 'Yes, partially'	11%	12%	12%	11%
Q20 : 'No'	29%	29%	25%	28%
Q21 Percentage of graduates who answered 'Helpful' or 'Extremely Helpful' to "To what extent did the skills you developed during college help you get your job?"	59%	76%	81%	79%
Q21 :'Neither Helpful nor unhelpful'	18%	9%	6%	6%
Q21 :'Not Helpful' or 'Not at all helpful'	22%	15%	13%	15%

Analysis by Industry

Graduate responses were sorted into North American Industry Classification System (NAICS) Sectors. The NAICS system is used to classify businesses across Canada, the USA and Mexico. This section of the report will determine in which industries graduates from the College are getting employment, what characteristics these industries have and how graduates from the different industries rate the College.

Data from the Summer of 1998 through to Winter 2001 was used in this analysis to provide a large number of cases. Over this time period 6,053 graduates provided an answer to "What type of business, industry or service is this?" The chart below lists all the industries applicable to the College, and gives the number of graduate responses in each, along with the proportion of the total responses.



What type of business, industry or service is this?
Sheridan - Summer 98 through Winter 2001

The tables and charts in Appendix 8 provide details of this Analysis. The industries with 5% or more of the total graduate responses, of which there were four, were examined in some detail on the following pages.

Analysis by Industry

PROFESSIONAL, SCIENTIFIC & TECHNICAL SERVICES

This industry employs the largest proportion of Sheridan College graduates. Professional, Scientific & Technical Services had a KPI Satisfaction rate and overall satisfaction with College preparation rate of 83%. Eighty-eight percent of these graduates stated that the skills they developed in College were 'Helpful' in getting their job. Most of these graduates work '30 to 49 hours' per week (88%), have a gross starting salary of '$20,000-$39,999' (73%) and needed a 'College' education to get their job (54%).

- The Professional, Scientific & Technical Services industry employed 8% of Sheridan College graduates over the past 4 survey periods. This includes 907 graduates since the Summer of 1998.
- This industry had a KPI Satisfaction rating of 83%, which was the 6th highest among the industries. It also had an overall satisfaction with College preparation of 83%.
- Graduates from Professional, Scientific & Technical Services were 76% to 84% 'Satisfied' in all aspects of their programs. The highest of these were 'Skills developed in Co-op, clinical, field placement experience, and career placement services' along with 'Courses were up-to-date', both of which had 84% satisfaction.
- It was evident from the results that 14 skills and abilities are 'Important' to more than 90% of the graduates employed in this industry. Of note, 98% of graduates in this industry indicated that both 'Quality of work' and 'Responsible' were 'Important', and 97% indicated that both 'Productivity' and 'Comprehension' were 'Important'. The lowest rated skills and abilities included Math skills' with a 53% importance rating and 'Research and analysis' with a 76% importance rating. For a complete listing of these and other factors see Appendix 8, Table 6.
- The majority (61%) of Professional, Scientific & Technical Services graduates work between '40 - 49 hours' per week. Twenty-seven percent work between '30 - 39 hours' per week.
- Fifty-four percent of Professional, Scientific & Technical Services graduates indicated that they needed a 'College' education to get their job.
- The majority (73%) of graduates from this industry indicated that their gross starting salary was between '$20,000 to $39,999', however, 14% said they made 'more than $40,000' and 13% said that they made '$19,999 or less'.
- Eighty-eight percent of Professional, Scientific & Technical Services graduates said that the skills they developed in College helped them to get their job. This is the second highest helpfulness rating of the industries behind Health Care & Social Assistance and Educational Services.
- Ninety percent of Professional, Scientific & Technical Services graduates would recommend their program and 97% would recommend the College.

Analysis by Industry

HEALTH CARE & SOCIAL ASSISTANCE

This industry employs the second largest proportion of Sheridan College graduates. It has the highest KPI Satisfaction rate of all the industries with 90% and the second highest overall satisfaction with College preparation at 91%. The College is doing a good job of preparing students for employment in this industry with high satisfaction ratings across the board. The majority of graduates in the Health Care & Social Assistance industry work '40 - 49 hours' per week (45%), needed a 'College' education to get their job (65%), and make '$10,000 to $29,999' as a gross starting salary (72%).

- The Health Care & Social Assistance industry employed 8% of Sheridan College graduates over the past 4 survey periods. This includes 836 graduates since the Summer of 1998.
- This industry was tied with Utilities for the highest KPI Satisfaction rate among the industries at 90%. This industry also had a high overall satisfaction with College preparation at 91%. This is the second highest among the industries.
- Graduates from Health Care & Social Assistance were most 'Satisfied' with the fact that their 'Courses were up-to-date' with a 94% satisfaction rate. Graduates from this industry were 83% to 94% 'Satisfied' in all aspects of their programs.
- There were 10 other skills and abilities that over 90% of Health Care & Social Assistance graduates said were 'Important'. Of note, 100% of graduates from this industry indicated that being 'Responsible' was 'Important' in performing their work, and 99% indicated that 'Oral communication' and 'Quality of work' was 'Important' in performing their work. The lowest importance ratings for this industry were in 'Math skills' (39%), 'Computer skills' (50%) and 'Research and analysis' (63%). See Appendix 8, Table 6 for details.
- The majority of Health Care & Social Assistance graduates work between '40 - 49 hours' per week (45%). Thirty-three percent of graduates in this industry work '30 - 39 hours' per week.
- Sixty-five percent of Health Care graduates indicated that they needed a 'College' education to get their job.
- The majority (72%) of graduates from this industry indicated that their gross starting salary was between '$10,000 to $29,999'; however, 18% indicated that their starting salary was '$30,000 to $39,000', 6% indicated that their salary was 'Less than $10,000' and 5% said 'greater than $40,000'. This is due to the wide range of jobs in the Health Care & Social Assistance industry.
- Health Care & Social Assistance had the highest rating among all of the industries for the 'helpfulness' of the 'skills they developed in college in getting their job' with a rating of 91%, along with Educational Services.
- Ninety-three percent of Health Care & Social Assistance graduates would recommend their program and 97% would recommend the College.

Analysis by Industry

RETAIL TRADE

Ratings for the Retail Trade industry were low for KPI Satisfaction rate (at 68%), overall satisfaction with College preparation (74%) and the 'Helpfulness' of the skills they developed at College to get their job (60%). Most of the graduates from this industry work '40 - 49 hours' per week (51%), needed 'High school' education to get their job (39%) and earn '$10,000 - $29,999' as a gross starting salary (70%).

- The Retail Trade industry employed 7% of Sheridan College graduates over the past 4 survey periods. This includes 785 graduates since the Summer of 1998.
- This industry had a low KPI Satisfaction rate of 68%. This was the second lowest among the industries. This industry had an overall satisfaction with College preparation of 74%.
- Graduates from Retail Trade were 79% to 85% Satisfied' in all aspects of their program with one exception. This exception was in 'Preparation for the job market' where only 69% of graduates said they were 'Satisfied'. This is an area for improvement as 'Preparation for the job market' has a *'Very Strong'* relationship with the KPI Satisfaction rate. The highest rated aspect of their program was Courses were up-to-date' at 85%.
- There were 8 skills and abilities that more than 90% of graduates from this industry indicated were Important' in performing their work. The highest of these were: 'Responsible' with 97% 'Important', and Oral communication' and Teamwork', both with 95% 'Important'. The lowest rated skills and abilities include 'Research and analysis' with a 53% importance rating and 'Math skills' with a 60% importance rating. For a complete listing of these and other factors see Appendix 8, Table 6.
- The majority (51%) of Retail Trade graduates work between '40 - 49 hours' per week. Twenty-eight percent work '30 - 39 hours' per week, and 20% work Less than 30 hours' per week. Graduates in this industry work fewer hours than in the average industry.
- Thirty-nine percent of Retail Trade graduates indicated that they needed 'High School' education to get their job, 14% said that they needed 'No qualifications', and 25% said that they needed 'College'.
- The majority (70%) of graduates from this industry indicated that they had a gross starting salary of '$10,000 - $29,999'. Fourteen percent said '$30,000 - $39,999' and 13% said 'Less than $10,000'. This is the highest proportion of graduates starting at 'Less than $10,000' of all the industries.
- Only 60% of Retail Trade graduates said that the skills they developed in College helped them get their job. This is the fourth lowest rating among the industries.
- Eighty-five percent of Retail Trade graduates would recommend their program and 96% would recommend the College.

Analysis by Industry

MANUFACTURING

Manufacturing graduates had a KPI Satisfaction rate of 79% and 84% of the graduates in this industry were Satisfied', overall, with their College preparation for work. The majority of the graduates in this industry needed a 'College' education to get their job (44%), work '40 to 49 hours' per week (76%) and make '$20,000 - $39,999' as their gross starting salary (73%).

- The Manufacturing industry employed 7% of Sheridan College graduates over the past 4 survey periods. This includes 737 graduates since the Summer of 1998.
- Manufacturing has a KPI Satisfaction rate of 79%, which is 7th highest among the industries. Eighty-four percent of the graduates in this industry were Satisfied', overall, with College preparation for work.
- Graduates from Manufacturing were 74% to 86% Satisfied' in all aspects of their program. 'Preparation for the job market' was rated the lowest at 74%, and this would be a good area to improve as it has a *'Very Strong'* relationship to KPI Satisfaction.
- There were 10 skills and abilities that 90% or more Manufacturing graduates indicated were 'Important' to them in performing their work. The highest of these were: 'Quality of work' and 'Responsible' with a 97% importance rating and 'Productivity' with a 95% importance rating. The lowest rated skills and abilities in this industry include 'Math skills' with a 62% importance rating, 'Research and analysis' with a 66% importance rating and 'Creative and Innovative' with a 69% importance rating. Complete details can be seen in Appendix 8, Table 6.
- The majority of Manufacturing graduates work between '40-49 hours' per week (76%). Only 3% of these graduates work either 'less than 30 hours' per week or 50 hours or more' per week.
- Forty-four percent of Manufacturing graduates indicated that they needed a 'College' education to get their job and 15% indicated that they needed a 'University' education to get their job.
- The majority (73%) of Manufacturing graduates indicated that their gross starting salary was between '$20,000 to $39,999', however, 19% said that they made 'more than $40,000' and 7% said they made between '$10,000 to $19,999'. Many of these graduates are making above average starting salaries.
- Eighty-two percent of Manufacturing graduates said that the skills they developed in College helped them get their job.
- Eighty-eight percent of Manufacturing graduates would recommend their program and 94% would recommend the College.

Appendices

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APPENDIX 1 – Graduate Satisfaction Ratings (S00 - W01)

Table 1 KPI and other OVERALL questions.

Question	College Satisfaction	Province Satisfaction	Difference	College Dis-Satisfaction	Province Dis-Satisfaction	Difference	College 'Neither Satisfied nor Dissatisfied	Province 'Neither Satisfied nor Dissatisfied	Difference
KPI Graduate Employment rate "Employed or self-employed during the reference week"	90% (2,205)	89% (25,382)	**+1**	N/A	N/A	–	N/A	N/A	–
KPI Graduate Satisfaction rate "Rate your satisfaction with the usefulness of your college education in achieving your goals after graduation."	80% (2,617)	81% (30,790)	**-1%**	10%	9%	+1%	11%	10%	+1%
Q33 "Rate your overall satisfaction with the college preparation for the type of work you were doing."	82% (2,142)	85% (24,361)	**-3%**	7%	6%	**+1%**	12%	9%	**+3%**

Note: The number in brackets indicates the number of responses.

APPENDIX 1 – Graduate Satisfaction Ratings (S00 - W01)

Table 2

Graduates' willingness to recommend Program and College	College 'Yes'	Province 'Yes'	Difference
Q35. "Would you recommend the program to someone else?"	86% (2,888)	87% (34,203)	**-1%**
Q37. "Would you recommend the college to someone else?"	96% (2,888)	95% (34,202)	**+1%**

Note: The number in brackets indicates the number of responses.

Table 3

Job-relatedness to program		'Yes'	'Yes, partially'	'No'	'Don't know'	Responses
Q20. "Was this job related to the program that you graduated from?"	College	61%	11%	28%	0%	2,345
	Province	65%	10%	25%	0%	26,750
	DIFFERENCE	**-4%**	**+1%**	**+3%**	**0%**	**–**

Table 4

Helpfulness of skills in getting job		'Helpful' & 'Extremely helpful'	'Neither helpful nor unhelpful'	'Not helpful' & 'Not at all helpful'	'Don't know'	Responses
Q21. "To what extent did the skills you developed during college help you get your job?"	College	79%	6%	15%	2%	2,344
	Province	80%	6%	14%	2%	26,731
	DIFFERENCE	**-1%**	**0%**	**+1%**	**0%**	**–**

APPENDIX 1 – Graduate Satisfaction Ratings (S00 - W01)

Table 5 Q22 "Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?"

Aspect of Program	College Ranking	Province Ranking	College Satisfaction	Province Satisfaction	Differ-ence	College Dis-Satisfaction	Province Dis-Satisfaction	Differ-ence	College Responses
22B. Courses were up-to-date	1	1	88%	88%	0%	5%	5%	0%	2,339
22A. Course content	2	2	84%	86%	-2%	6%	5%	1%	2,336
22C. Overall quality of instruction	3	2	83%	86%	-3%	6%	5%	1%	2,337
22D. Equipment was up-to-date	3	4	83%	82%	1%	9%	10%	-1%	2,338
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services	5	4	80%	82%	-2%	11%	10%	1%	2,339
22E. Preparation for the job market	6	6	74%	77%	-3%	13%	12%	1%	2,337

APPENDIX 1 – Graduate Satisfaction Ratings (S00 - W01)

Table 6 Q32 "When you first started working after graduation, how satisfied were you with your educational preparation for the following skills and abilities?"

Skill/Ability	College Ranking	Province Ranking	College Satisfaction	Province Satisfaction	Difference	College Dis-Satisfaction	Province Dis-Satisfaction	Difference	College Responses
32K. Teamwork	1	1	90%	91%	-1%	4%	3%	1%	2,134
32E. Comprehension	2	1	89%	91%	-2%	2%	2%	0%	2,135
32R. Responsible	2	1	89%	91%	-2%	3%	2%	1%	2,139
32I. Problem solving	4	5	88%	89%	-1%	4%	3%	1%	2,136
32N. Quality of work	5	4	87%	90%	-3%	4%	3%	1%	2,138
32C. Oral communication	5	5	87%	89%	-2%	4%	3%	1%	2,139
32H. Critical thinking	5	7	87%	88%	-1%	3%	3%	0%	2,136
32L. Organization and planning	5	7	87%	88%	-1%	4%	4%	0%	2,135
32O. Productivity	9	9	86%	87%	-1%	4%	3%	1%	2,117
32Q. Adaptable	10	9	85%	87%	-2%	3%	3%	0%	2,132
32M. Time management	10	11	85%	86%	-1%	4%	4%	0%	2,136
32D. Written communications	12	11	84%	86%	-2%	5%	4%	1%	2,130
32B. Specific job-related skills	13	13	80%	84%	-4%	7%	6%	1%	2,120
32P. Creative and Innovative	13	15	80%	80%	0%	6%	6%	0%	2,115
32A. Specific job-related knowledge	15	14	79%	83%	-4%	9%	7%	2%	2,128
32J. Research and analysis	16	15	78%	80%	-2%	7%	6%	1%	2,069
32G. Computer skills	17	17	77%	79%	-2%	11%	9%	2%	2,097
32F. Math skills	18	18	65%	73%	-8%	12%	8%	4%	2,050

APPENDIX 2 - Drivers of Satisfaction (Correlations)

CORRELATIONS - General

- Correlational analysis has been conducted to determine which factors are most highly related to the KPI Satisfaction Question 34 "How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?" and to Question 33 "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?". Factors analyzed include other related questions and demographics. It should be noted that correlations do not prove that one factor causes another factor, but rather establishes that the two factors are related. An experiment would be required to determine a causal relationship. In a fictitious example where factor A is highly related to factor B, it is not statistically known whether A causes B, or B causes A, or whether C, a separate factor, causes both A and B. Hence, a certain amount of judgement must be employed in interpreting correlational results.
- Correlations in this report were determined by hypothesizing that there is no relationship between the two factors under study and employing the chi-square test at the 95% confidence level to find evidence against the hypothesis. The Pearson's R statistic has been displayed in the tables as a measure of the strength of the correlation and the ranking is based on this statistic. Correlations with Pearson's R values of 0.4 or more were considered '*Very Strong*', between 0.3 and 0.4 they were considered '*Strong*' and less than 0.3 they were termed '*Moderate/Weak*'.
- Some key percentages are displayed in the correlation tables to demonstrate the relationship in a simple and less technical manner (e.g. percentage of graduates who were satisfied in question X if they were satisfied in question Y, versus percentage satisfied in question X if they were dissatisfied in question Y). The difference between these two percentages is another way to appreciate the strength of the correlation. The ranking of factors by either the percentage difference or the Pearson's R usually lead to the same conclusions.
- This year the Fall 1997 through Winter 2001 data was combined to provide a larger number of cases. All graduates were used in the analysis so long as they answered the necessary questions.

APPENDIX 2 – Correlation KPI Question 34 (F97 - W01)

Table 1 "How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?"

Satisfaction with educational preparation of following skills and abilities	Ranking	Pearson's R	Chi-Square	% Satisfied in Q34 if Satisfied in Q32 A to R	% Satisfied in Q34 if 'Not Satisfied' in Q32 A to R	Difference in Satisfaction
32B. Specific job-related skills	1	.417	1356	87%	37%	50%
32A. Specific job-related knowledge	2	.416	1326	88%	40%	48%
32N. Quality of work	3	.340	888	83%	34%	49%
32O. Productivity	4	.335	857	84%	32%	52%
32Q. Adaptable	5	.322	809	84%	33%	51%
32I. Problem solving	6	.319	761	83%	37%	46%
32E. Comprehension	7	.307	760	83%	33%	50%
32L. Organization and planning	8	.297	667	83%	43%	40%
32P. Creative and Innovative	8	.297	687	84%	45%	39%
32H. Critical thinking	10	.295	635	83%	39%	44%
32R. Responsible	11	.275	562	82%	34%	48%
32M. Time management	12	.273	589	82%	43%	39%
32J. Research and analysis	13	.266	522	84%	48%	36%
32C. Oral Communication	14	.263	537	82%	43%	39%
32D. Written Communications	15	.246	450	83%	45%	38%
32K. Teamwork	16	.242	462	81%	44%	37%
32G. Computer Skills	17	.235	427	83%	58%	25%
32F. Math Skills	18	.228	358	84%	59%	25%

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation KPI Question 34 (F97 - W01)

Table 2 "How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?"

Satisfaction with the following aspects of program	Ranking	Pearson's R	Chi-Square	% Satisfied in Q34 if Satisfied in Q22 A to F	% Satisfied in Q34 if 'Not Satisfied' in Q22 A to F	Difference in Satisfaction
22E. Preparation for the job market	1	.458	1736	88%	38%	50%
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services *	2	.375	1117	84%	38%	46%
22A. Course Content	3	.370	1140	84%	36%	48%
22C. Overall quality of instruction	4	.341	945	84%	38%	46%
22B. Courses were up-to-date	5	.295	696	82%	41%	41%
22D. Equipment was up-to-date	6	.221	408	82%	55%	27%

* This question changed for the S00 - W01 survey period. In previous survey periods it was 'Skills developed in courses'.

NOTE:

Correlations with Pearson's R values of 0.4 or more were considered '*Very Strong*', between 0.3 and 0.4 they were considered '*Strong*' and less than 0.3 they were termed '*Moderate/Weak*'. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation Question 33 (F97 - W01)

Table 3 "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?"

Satisfaction with educational preparation of following skills and abilities	Ranking	Pearson's R	Chi-Square	% Satisfied in Q33 if Satisfied in Q32 A to R	% Satisfied in Q33 if 'Not Satisfied' in Q32 A to R	Difference in Satisfaction
32B. Specific job-related skills	1	.534	2266	90%	29%	61%
32A. Specific job-related knowledge	2	.530	2211	91%	30%	61%
32N. Quality of work	3	.415	1402	86%	29%	57%
32Q. Adaptable	4	.403	1304	86%	26%	60%
32O. Productivity	5	.401	1319	86%	28%	58%
32I. Problem solving	6	.398	1203	86%	29%	57%
32E. Comprehension	7	.394	1256	86%	26%	60%
32H. Critical thinking	8	.380	1116	86%	31%	55%
32L. Organization and planning	8	.380	1154	86%	38%	48%
32M. Time management	10	.352	985	86%	38%	48%
32R. Responsible	10	.352	966	84%	30%	54%
32P. Creative and Innovative	12	.350	967	87%	40%	47%
32C. Oral Communication	13	.340	904	85%	37%	48%
32J. Research and analysis	14	.331	820	86%	44%	42%
32D. Written Communications	15	.321	821	86%	42%	44%
32G. Computer Skills	16	.300	671	86%	54%	32%
32K. Teamwork	17	.279	675	83%	43%	40%
32F. Math Skills	18	.264	482	87%	57%	30%

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation KPI Question 33 (F97 - W01)

Table 4 "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?"

Satisfaction with the following aspects of program	Ranking	Pearson's R	Chi-Square	% Satisfied in Q33 if Satisfied in Q22 A to F	% Satisfied in Q33 if 'Not Satisfied' in Q22 A to F	Difference in Satisfaction
22E. Preparation for the job market	1	.463	1578	90%	40%	50%
22A. Course Content	2	.455	1613	88%	28%	60%
22C. Overall quality of instruction	3	.443	1588	87%	32%	55%
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services*	4	.427	1310	87%	35%	52%
22B. Courses were up-to-date	5	.393	1196	86%	34%	52%
22D. Equipment was up-to-date	6	.256	486	85%	55%	30%

* This question changed for the S00 - W01 survey period. In previous survey periods it was 'Skills developed in courses'.

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation Question 35 (F97 - W01)

Table 5 "Would you recommend your Program to someone else or not?"

Satisfaction with educational preparation of following skills and abilities	Ranking	Pearson's R	Chi-Square	% 'Yes' in Q35 if Satisfied in Q32 A to R	% 'Yes' in Q35 if 'Not Satisfied' in Q32 A to R	Difference in Satisfaction
32B. Specific job-related skills	1	.293	580	93%	62%	31%
32A. Specific job-related knowledge	2	.289	566	93%	63%	30%
32O. Productivity	3	.285	599	92%	46%	46%
32N. Quality of work	4	.283	555	92%	50%	42%
32Q. Adaptable	5	.260	475	92%	53%	39%
32E. Comprehension	6	.251	450	91%	48%	43%
32I. Problem solving	6	.251	443	92%	55%	37%
32H. Critical thinking	8	.248	432	92%	57%	35%
32L. Organization and planning	9	.245	418	92%	57%	35%
32R. Responsible	10	.239	398	91%	51%	40%
32P. Creative and Innovative	11	.236	386	92%	63%	29%
32M. Time management	12	.224	359	91%	60%	31%
32J. Research and analysis	13	.207	325	92%	65%	27%
32G. Computer Skills	14	.204	274	92%	72%	20%
32C. Oral Communication	15	.203	295	91%	61%	30%
32K. Teamwork	16	.181	237	90%	61%	29%
32D. Written Communications	17	.172	223	91%	67%	24%
32F. Math Skills	18	.150	151	92%	77%	15%

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation Question 35 (F97 - W01)

Table 6 "Would you recommend your Program to someone else or not?"

Satisfaction with the following aspects of program	Ranking	Pearson's R	Chi-Square	% 'Yes' in Q35 if Satisfied in Q22 A to F	% 'Yes' in Q35 if 'Not Satisfied' in Q22 A to F	Difference in Satisfaction
22C. Overall quality of instruction	1	.373	1053	93%	46%	47%
22A. Course Content	2	.365	986	93%	49%	44%
22E. Preparation for the job market	3	.352	941	94%	60%	34%
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services.*	4	.335	777	93%	52%	41%
22B. Courses were up-to-date	5	.279	588	92%	55%	37%
22D. Equipment was up-to-date	6	.200	325	91%	68%	23%

* This question changed for the S00 - W01 survey period. In previous survey periods it was 'Skills developed in courses'.

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation Question 37 (F97 - W01)

Table 7 "Would you recommend the College to someone else or not?"

Satisfaction with educational preparation of following skills and abilities	Ranking	Pearson's R	Chi-Square	% 'Yes' in Q37 if Satisfied in Q32 A to R	% 'Yes' in Q37 if 'Not Satisfied' in Q32 A to R	Difference in Satisfaction
32O. Productivity	1	.194	294	98%	77%	21%
32E. Comprehension	2	.180	270	97%	75%	22%
32N. Quality of work	2	.180	241	97%	80%	17%
32I. Problem solving	4	.173	225	97%	80%	17%
32L. Organization and planning	4	.173	216	97%	82%	15%
32M. Time management	6	.171	215	97%	82%	15%
32Q. Adaptable	7	.165	201	97%	81%	16%
32A. Specific job-related knowledge	8	.160	183	98%	87%	11%
32C. Oral Communication	9	.154	165	97%	84%	13%
32H. Critical thinking	10	.153	181	97%	82%	15%
32R. Responsible	10	.153	168	97%	81%	16%
32P. Creative and Innovative	12	.152	165	98%	86%	12%
32B. Specific job-related skills	13	.150	157	97%	87%	10%
32D. Written Communications	14	.127	125	97%	86%	11%
32K. Teamwork	15	.124	122	97%	83%	14%
32J. Research and analysis	16	.115	100	97%	88%	9%
32G. Computer Skills	17	.102	71	97%	91%	6%
32F. Math Skills	18	.073	34	97%	93%	4%

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 2 – Correlation Question 37 (F97 - W01)

Table 8 "Would you recommend the College to someone else or not?"

Satisfaction with the following aspects of program	Ranking	Pearson's R	Chi-Square	% 'Yes' in Q37 if Satisfied in Q22 A to F	% 'Yes' in Q37 if 'Not Satisfied' in Q22 A to F	Difference in Satisfaction
22C. Overall quality of instruction	1	.249	484	98%	78%	20%
22A. Course Content	2	.187	265	98%	83%	15%
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services*	3	.167	192	97%	85%	12%
22B. Courses were up-to-date	4	.151	188	97%	84%	13%
22E. Preparation for the job market	5	.148	164	98%	89%	9%
22D. Equipment was up-to-date	6	.136	145	97%	88%	9%

* This question changed for the S00 - W01 survey period. In previous survey periods it was 'Skills developed in courses'.

NOTE:
Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, between 0.3 and 0.4 they were considered *'Strong'* and less than 0.3 they were termed *'Moderate/Weak'*. Pearson's R is a measure of the strength of correlation between two variables. Questions were ranked by Pearson's R values.

APPENDIX 3 –KPI Statistical Accuracy Table (F97 - W01)

Table 1 This table presents all the programs from Fall 1997 through Winter 2001 listed alphabetically. The college level results in this report can be treated as accurate to within +/- 1.5% at the 95% confidence level (based on the worst case scenario). Results at the program level range significantly depending on the return rate – accuracy increases with a larger sample (number of surveys). A program with 20 surveys of 25 students would be accurate to within 5-10%, depending upon the result (e.g. satisfaction results at the high end or low end are statistically more accurate than are results around the 50% mark).

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employment rate	Total Grads	Survey Responses	% of Grads rep. in results	Worst case scenario +/- % Accuracy at 95% confidence level
Advanced Television & Film	6705	67%	67%	22	14	64%	16%
Advertising	2835	78%	93%	287	216	75%	3%
Animal Care	5430	74%	96%	289	228	79%	3%
Animation – Classical	6010	67%	80%	180	107	59%	6%
Animation - Classical (ISSA)	6011	65%	95%	66	49	74%	7%
Animation – Filmmaking	6015	100%	100%	1	1	100%	0%
Applied Photography	6210	72%	94%	158	114	72%	5%
Architectural Technician	5060	86%	95%	31	24	77%	10%
Architectural Technician Co-op	5620	92%	100%	14	13	93%	7%
Architectural Technology	5560	83%	92%	29	26	90%	6%
Architectural Technology Co-op	5200	92%	100%	68	52	76%	7%
Art and Art History	6370	81%	82%	154	89	58%	7%
Art Fundamentals	6350	79%	88%	1017	791	78%	2%
Bachelor of Design Hon Deg	6131	81%	96%	48	35	73%	9%
Business – Accounting	2450	75%	87%	66	54	82%	6%
Business - Accounting Co-op	2400	60%	100%	9	6	67%	23%
Business – Finance	A060	87%	90%	27	16	59%	16%
Business – General	2150	74%	89%	65	48	74%	7%
Business - Human Resources	A120	71%	90%	51	37	73%	8%
Business – Marketing	2170	66%	93%	98	76	78%	5%
Business - Marketing Co-op	2600	33%	100%	4	3	75%	28%
Business – Retailing	2280	50%	92%	22	16	73%	13%
Business - Trans/Distr Co-op	2420	0%	0%	1	1	100%	0%
Business Admin – Accounting	2050	76%	89%	235	191	81%	3%
Business Admin - Accounting Co-op	2340	86%	93%	156	118	76%	4%
Business Admin – Finance	A210	73%	90%	213	173	81%	3%
Business Admin – General	2800	70%	100%	40	24	60%	13%
Business Admin - Human Resources Mgt	A220	76%	91%	265	209	79%	3%
Business Admin – Marketing	2830	76%	95%	378	303	80%	3%
Business Admin - Marketing Co-op	2520	76%	98%	65	54	83%	5%
Chem Eng Technology Env	5891	89%	88%	13	11	85%	12%

Table 1 continued on next page...

APPENDIX 3 –KPI Statistical Accuracy Table (F97 - W01)

Table 1 continued…

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ -ment Rate	Total Grads.	Survey Resp-onses	% of Grads rep. In results	Worst case scenario +/- % Accuracy at 95% confidence level
Chemical Eng Technology Env Co-op	5821	71%	100%	21	18	86%	9%
Chemical Eng Technology Co-op	5750	69%	96%	40	32	80%	8%
Chemical Engineering Technology	5460	75%	82%	16	15	94%	6%
Chemical Technician – Laboratory	5210	74%	100%	26	20	77%	11%
Community Outreach & Develop	1001	65%	82%	76	54	71%	7%
Computer Animation	6120	75%	81%	137	77	56%	7%
Computer Animation - Tech Dir	6121	100%	88%	20	11	55%	20%
Computer Foundations	3460	75%	89%	154	126	82%	4%
Computer Programmer	3220	59%	90%	437	322	74%	3%
Computer Science Technician	3280	100%	100%	14	9	64%	20%
Computer Science Technology	E130	78%	91%	33	26	79%	9%
Computer Science Technology Co-op	E110	82%	93%	145	109	75%	5%
Corporate Communications	2013	26%	75%	31	22	71%	11%
Corporate Communications Co-op	2019	64%	71%	36	23	64%	12%
Correctional Worker	1691	83%	96%	193	135	70%	5%
Cosmetic Techniques & Mgmt	2843	69%	98%	99	77	78%	5%
Court and Tribunal Agent	1004	53%	90%	105	82	78%	5%
Crafts & Design – Ceramics	4090	73%	95%	34	26	76%	9%
Crafts & Design – Fabrics	4150	54%	67%	23	15	65%	15%
Crafts & Design – Furniture	4210	78%	86%	32	23	72%	11%
Crafts & Design – Glass	4270	93%	86%	29	17	59%	15%
Developmental Disabilities Worker	1000	76%	97%	51	39	76%	8%
Early Childhood Assistant	1840	90%	93%	278	241	87%	2%
Early Childhood Education	1190	93%	96%	621	493	79%	2%
Early Childhood Education DE	1197	89%	97%	97	87	90%	3%
Educational Assistant	1500	90%	92%	121	99	82%	4%
Electromechanical Eng Technology	5012	67%	100%	5	4	80%	22%
Electromechanical Eng Technology Co-op	5112	33%	100%	5	4	80%	22%
Electronics Engineering Technician	5170	73%	92%	39	34	87%	6%
Electronics Engineering Technology	5120	59%	97%	47	36	77%	8%
Electronics Engineering Tech. Co-op	5300	63%	90%	62	48	77%	7%
Environmental Control	5365	67%	81%	45	37	82%	7%
Environmental Science Technician	5366	86%	86%	12	8	67%	20%
Esthetician	1340	95%	96%	114	86	75%	5%
General Arts & Science	13A0	74%	86%	219	168	77%	4%
General Arts and Science	13D0	73%	71%	32	22	69%	12%
Gerontology – Multidiscipline	1240	100%	100%	10	5	50%	31%

Table 1 continued on next page…

APPENDIX 3 –KPI Statistical Accuracy Table (F97 - W01)

Table 1 continued…

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ-ment Rate	Total Grads.	Survey Resp-onses	% of Grads rep. In results	Worst case scenario +/- % Accuracy at 95% confidence level
Graphic Design	6130	88%	90%	195	145	74%	4%
Human Kinetics/Sports Injury Management	1912	100%	100%	5	1	20%	88%
Human Resource Management	A690	100%	100%	2	1	50%	69%
Human Resource Mgmt Co-op	A680	86%	93%	319	243	76%	3%
Human Services Administration	1570	80%	96%	83	62	75%	6%
Human Services Administration DE	1571	81%	83%	29	19	66%	13%
Illustration – Interpretive	6091	73%	89%	236	172	73%	4%
Illustration - Tech & Science	6191	83%	81%	63	45	71%	8%
Info Technology - Support Services	3610	100%	100%	2	1	50%	69%
Info Technology - Support Services Co-op	3614	85%	82%	16	13	81%	12%
Information Technology Professional	3613	71%	82%	54	34	63%	10%
Interactive Multimedia	3600	82%	84%	132	86	65%	6%
Interior Design	6950	79%	96%	198	155	78%	4%
International Business	2014	77%	90%	69	49	71%	8%
International Business Co-op	2011	62%	91%	53	39	74%	8%
Investigation - Public & Private	1002	56%	91%	113	89	79%	5%
Journalism - New Media	2747	63%	74%	34	24	71%	11%
Journalism – Print	2741	70%	100%	49	37	76%	8%
Law & Sec Administration – Private Security	13M1	70%	94%	162	125	77%	4%
Law & Security Administration – Loss	13M0	68%	92%	204	157	77%	4%
Logistics	2015	100%	0%	2	2	100%	0%
Logistics - Co-op	2012	53%	93%	47	38	81%	7%
Marketing Management	2017	87%	93%	16	16	100%	0%
Marketing Management Co-op	2016	74%	91%	36	25	69%	11%
Mechanical Eng Technician Draft Co-op	5630	100%	100%	3	3	100%	0%
Mech Eng Technology Des Dr Co-op	5550	85%	90%	43	38	88%	5%
Mechanical Eng Technology Co-op	5380	88%	97%	43	33	77%	8%
Mechanical Eng Technology Des Dr	5500	80%	86%	22	17	77%	11%
Mechanical Eng. Technician	5410	80%	100%	10	6	60%	25%
Mechanical Eng. Technician – Draft	5020	86%	83%	10	8	80%	15%
Mechanical Engineering Technology	5100	94%	100%	26	18	69%	13%
Media Arts	6700	69%	93%	210	156	74%	4%
Montessori EC Teacher Ed.	1198	100%	96%	35	27	77%	9%
Music Theatre – Performance	6320	100%	91%	85	40	47%	11%
New Media Design	6122	87%	86%	50	34	68%	10%

Table 1 continued on next page…

APPENDIX 3 –KPI Statistical Accuracy Table (F97 - W01)

Table 1 continued...

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ -ment Rate	Total Grads.	Survey Resp- onses	% of Grads rep. In results	Worst case scenario +/- % Accuracy at 95% confidence level
Office Admin – Executive	2180	91%	93%	193	149	77%	4%
Office Admin – General	2140	82%	86%	72	46	64%	9%
Office Admin – Legal	2200	82%	96%	72	53	74%	7%
Office Admin – Medical	2220	0%	100%	1	1	100%	0%
Office Admin - Office Systems	A670	77%	79%	24	15	63%	15%
Personal Support Worker	1926	92%	97%	222	172	77%	4%
Pharmacy Assistant Co-op	1915	82%	98%	132	105	80%	4%
Police Foundations	1101	93%	99%	90	72	80%	5%
Police Recruit Ed & Prep	13R0	100%	96%	41	33	80%	8%
Quality Assurance Mfg & Mgt	5013	63%	78%	11	9	82%	14%
Quality Assurance Mfg & Mgt Coop	5113	79%	80%	36	32	89%	6%
Registered Nursing – Refresher	1904	89%	88%	17	12	71%	15%
Risk Analyst	1215	83%	97%	46	42	91%	4%
Security System Implementation & Design	1005	58%	86%	73	56	77%	6%
Social Service Worker	1150	78%	91%	283	224	79%	3%
Social Service Worker – Gerontology	1151	65%	85%	214	172	80%	3%
Social Service Worker – Gerontology DE	1152	60%	94%	37	21	57%	14%
Sports Injury Management	1911	84%	97%	113	74	65%	7%
Systems Analyst	E210	92%	83%	22	14	64%	16%
Systems Analyst Co-op	E060	78%	92%	194	149	77%	4%
Telecommunications Management	3410	90%	98%	103	67	65%	7%
Telecommunications Technology Co-op	5361	78%	90%	53	36	68%	9%
Theatre & Drama Studies (Erin)	6401	76%	91%	52	33	63%	10%
Theatre Arts - Tech Production	6737	78%	97%	73	49	67%	8%
Tourism & Travel	2840	75%	93%	272	196	72%	4%
Visual Merchandising Arts	6815	87%	95%	90	68	76%	6%

APPENDIX 3 –KPI Statistical Accuracy Table (S00 - W01)

Table 2 This table presents all the programs from Summer 2000 through Winter 2001 listed alphabetically. The college level results in this report can be treated as accurate to within +/- 1.5% at the 95% confidence level (based on the worst case scenario). Results at the program level range significantly depending on the return rate – accuracy increases with a larger sample (number of surveys). A program with 20 surveys of 25 students would be accurate to within 5-10%, depending upon the result (e.g. satisfaction results at the high end or low end are statistically more accurate than are results around the 50% mark).

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ-ment Rate	Total Grads.	Survey Resp-onses	% of Grads rep. in results	Worst case scenario +/- % Accuracy at 95% confidence level
Advanced Television & Film	6705	67%	67%	22	14	64%	16%
Advertising	2835	84%	89%	77	53	69%	8%
Animal Care	5430	86%	95%	62	51	82%	6%
Animation – Classical	6010	51%	78%	75	47	63%	9%
Animation - Classical (ISSA)	6011	80%	80%	11	8	73%	18%
Animation – Filmmaking	6015	100%	100%	1	1	100%	0%
Applied Photography	6210	65%	97%	53	34	64%	10%
Architectural Technician	5060	80%	100%	14	11	79%	14%
Architectural Technician Co-op	5620	83%	100%	6	6	100%	0%
Architectural Technology	5560	100%	100%	6	5	83%	18%
Architectural Technology Co-op	5200	95%	100%	27	22	81%	9%
Art and Art History	6370	100%	50%	45	28	62%	11%
Art Fundamentals	6350	83%	87%	264	185	70%	4%
Bachelor of Design Hon Deg	6131	78%	94%	35	23	66%	12%
Business – Accounting	2450	81%	83%	40	32	80%	8%
Business - Accounting Co-op	2400	50%	100%	7	5	71%	23%
Business – Finance	A060	67%	100%	10	7	70%	20%
Business – General	2150	79%	91%	32	26	81%	8%
Business - Human Resources	A120	62%	92%	18	13	72%	14%
Business – Marketing	2170	61%	88%	44	33	75%	9%
Business - Marketing Co-op	2600	33%	100%	4	3	75%	28%
Business – Retailing	2280	25%	75%	6	4	67%	28%
Business - Trans/Distr Co-op	2420	0%	0%	1	1	100%	0%
Business Admin – Accounting	2050	79%	82%	78	65	83%	5%
Business Admin – Accounting Co-op	2340	88%	96%	32	28	88%	7%
Business Admin – Finance	A210	74%	85%	70	60	86%	5%
Business Admin – General	2800	71%	100%	16	9	56%	22%
Bus. Admin – Human Resources Mgt	A220	67%	76%	77	55	71%	7%
Business Admin – Marketing	2830	77%	92%	102	83	81%	5%
Business Admin – Marketing Co-op	2520	88%	95%	28	25	89%	6%
Chemical Eng Technology Env	5891	100%	100%	4	4	100%	0%

Table 2 continued on next page…

APPENDIX 3 –KPI Statistical Accuracy Table (S00 - W01)

Table 2 continued…

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ -ment Rate	Total Grads.	Survey Resp- onses	% of Grads rep. In results	Worst case scenario +/- % Accuracy at 95% confidence level
Chemical Eng Technology Env Co-op	5821	71%	100%	7	7	100%	0%
Chemical Eng Technology Co-op	5750	100%	100%	7	7	100%	0%
Chemical Engineering Technology	5460	100%	100%	5	5	100%	0%
Chemical Technician – Laboratory	5210	88%	100%	11	9	82%	14%
Community Outreach & Develop	1001	100%	60%	12	8	67%	20%
Computer Animation	6120	76%	71%	41	25	61%	12%
Computer Animation - Tech Dir	6121	100%	100%	12	6	50%	28%
Computer Foundations	3460	78%	100%	28	25	89%	6%
Computer Programmer	3220	58%	88%	114	83	73%	6%
Computer Science Technician	3280	100%	100%	10	7	70%	20%
Computer Science Technology	E130	75%	92%	16	13	81%	12%
Computer Science Technology Co-op	E110	88%	89%	61	49	80%	6%
Corporate Communications	2013	100%	100%	1	1	100%	0%
Corporate Communications Co-op	2019	60%	79%	23	15	65%	15%
Correctional Worker	1691	84%	96%	49	35	71%	9%
Cosmetic Techniques & Mgmt	2843	67%	100%	24	19	79%	10%
Court and Tribunal Agent	1004	77%	71%	24	18	75%	12%
Crafts & Design – Ceramics	4090	100%	75%	9	6	67%	23%
Crafts & Design – Fabrics	4150	100%	0%	5	2	40%	54%
Crafts & Design – Furniture	4210	83%	83%	8	6	75%	20%
Crafts & Design – Glass	4270	100%	100%	11	7	64%	22%
Developmental Disabilities Worker	1000	83%	100%	8	6	75%	20%
Early Childhood Assistant	1840	100%	92%	29	25	86%	7%
Early Childhood Education	1190	96%	94%	228	181	79%	3%
Early Childhood Education DE	1197	81%	94%	27	23	85%	8%
Educational Assistant	1500	82%	92%	39	30	77%	9%
Electromechanical Eng Technology	5012	67%	100%	5	4	80%	22%
Electromechanical Eng Technology Co-op	5112	33%	100%	5	4	80%	22%
Electronics Engineering Technician	5170	75%	100%	16	14	88%	9%
Electronics Engineering Technology	5120	86%	86%	7	7	100%	0%
Electronics Engineering Technology Co-op	5300	50%	88%	12	10	83%	13%
Environmental Control	5365	75%	75%	15	11	73%	15%
Environmental Science Technician	5366	100%	100%	3	3	100%	0%
Esthetician	1340	100%	95%	31	23	74%	10%
General Arts & Science	13A0	84%	84%	59	48	81%	6%

Table 2 continued on next page …

APPENDIX 3 –KPI Statistical Accuracy Table (S00 - W01)

Table 2 continued…

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ -ment Rate	Total Grads .	Survey Resp-onses	% of Grads rep. In results	Worst case scenario +/- % Accuracy at 95% confidence level
General Arts and Science	13D0	86%	50%	14	9	64%	20%
Gerontology – Multidiscipline	1240	100%	100%	9	4	44%	37%
Graphic Design	6130	80%	84%	57	44	77%	7%
Human Kinetics/Sports Injury Management	1912	100%	100%	5	1	20%	88%
Human Resource Management	A690	100%	100%	2	1	50%	69%
Human Resource Mgmt Co-op	A680	96%	93%	98	78	80%	5%
Human Services Administration	1570	82%	89%	17	12	71%	15%
Human Services Administration DE	1571	100%	80%	9	7	78%	17%
Illustration – Interpretive	6091	74%	87%	71	53	75%	7%
Illustration – Tech & Science	6191	82%	75%	20	14	70%	14%
Info Technology – Support Services	3610	100%	100%	2	1	50%	69%
Info Tech. – Support Services Co-op	3614	92%	82%	15	12	80%	13%
Information Technology Professional	3613	72%	88%	37	27	73%	10%
Interactive Multimedia	3600	56%	78%	36	22	61%	13%
Interior Design	6950	81%	93%	67	54	81%	6%
International Business	2014	77%	100%	21	13	62%	17%
International Business Co-op	2011	100%	100%	7	5	71%	23%
Investigation – Public & Private	1002	64%	90%	33	26	79%	9%
Journalism - New Media	2747	63%	74%	34	24	71%	11%
Journalism – Print	2741	59%	100%	22	18	82%	10%
Law & Sec Administration – Private Security	13M1	67%	93%	90	70	78%	6%
Law & Security Administration - Loss	13M0	100%	100%	4	2	50%	49%
Logistics	2015	100%	0%	2	2	100%	0%
Logistics - Co-op	2012	20%	100%	13	11	85%	12%
Marketing Management	2017	75%	86%	8	8	100%	0%
Marketing Management Co-op	2016	73%	90%	17	13	76%	13%
Mechanical Eng Technician Draft Co-op	5630	0%	0%	1	1	100%	0%
Mech Eng Technology Des Dr Co-op	5550	78%	89%	10	10	100%	0%
Mechanical Eng Technology Co-op	5380	67%	89%	13	9	69%	18%
Mechanical Eng Technology Des Dr	5500	50%	100%	5	4	80%	22%
Mechanical Eng. Technician	5410	75%	100%	6	4	67%	28%
Mechanical Eng. Technician - Draft	5020	50%	100%	5	3	60%	36%
Mechanical Engineering Technology	5100	100%	100%	6	4	67%	28%
Media Arts	6700	81%	90%	47	33	70%	9%
Montessori EC Teacher Ed.	1198	100%	92%	21	17	81%	10%

Table 2 continued on next page …

APPENDIX 3 –KPI Statistical Accuracy Table (S00 - W01)

Table 2 continued…

PROGRAM	Prg. Code	KPI Grad. Satis. Rate	KPI Employ -ment Rate	Total Grads.	Survey Resp-onses	% of Grads rep. In results	Worst case scenario +/- % Accuracy at 95% confidence level
Music Theatre – Performance	6320	100%	100%	26	13	50%	19%
New Media Design	6122	86%	80%	25	18	72%	12%
Office Admin – Executive	2180	93%	93%	42	35	83%	7%
Office Admin – General	2140	78%	86%	44	28	64%	11%
Office Admin – Legal	2200	94%	100%	27	18	67%	13%
Office Admin – Medical	2220	0%	100%	1	1	100%	0%
Office Admin - Office Systems	A670	100%	100%	3	2	67%	40%
Personal Support Worker	1926	92%	98%	87	72	83%	5%
Pharmacy Assistant Co-op	1915	88%	100%	36	30	83%	7%
Police Foundations	1101	93%	98%	56	45	80%	6%
Police Recruit Ed & Prep	13R0	100%	93%	17	15	88%	9%
Quality Assurance Mfg & Mgt	5013	71%	75%	10	8	80%	15%
Quality Assurance Mfg & Mgt Coop	5113	58%	69%	18	16	89%	8%
Registered Nursing – Refresher	1904	89%	88%	17	12	71%	15%
Risk Analyst	1215	93%	92%	17	17	100%	0%
Security System Implementation & Design	1005	62%	91%	19	14	74%	13%
Social Service Worker	1150	78%	90%	90	68	76%	6%
Social Service Worker – Gerontology	1151	61%	83%	54	38	70%	9%
Social Service Worker – Gerontology DE	1152	63%	86%	12	8	67%	20%
Sports Injury Management	1911	100%	92%	26	15	58%	16%
Systems Analyst	E210	80%	80%	9	5	56%	29%
Systems Analyst Co-op	E060	73%	90%	76	63	83%	5%
Telecommunications Management	3410	83%	100%	25	12	48%	20%
Telecommunications Technology Co-op	5361	85%	92%	17	13	76%	13%
Theatre & Drama Studies (Erin)	6401	75%	91%	21	14	67%	15%
Theatre Arts - Tech Production	6737	83%	100%	19	13	68%	15%
Tourism & Travel	2840	75%	93%	71	54	76%	7%
Visual Merchandising Arts	6815	87%	92%	25	16	64%	15%

APPENDIX 4 – College Top Programs

Table 1

Program Name & Code	KPI Satisfaction rate	KPI Employment rate	Q33 Overall satisfaction with college prep. for work	Q35 Would Recommend Program	Q37 Would Recommend College	Q20 Job-related to Program? 'Yes'	Q21 Skills helpful in getting job
College (S00 – W01)	80% (2,617)	90% (2,205)	82%	86%	96%	61%	79%
Province (S00 - W01)	81% (30,790)	89% (25,382)	85%	87%	95%	65%	80%
Top Programs for combined survey periods (F97-W01)							
"Top 10" Average (F97 – W01)	**93% (1,183)**	**98% (518)**	**94%**	**97%**	**100%**	**87%**	**90%**
Montessori ED Teacher Ed (1198)	100% (23)	96% (22)	100%	100%	96%	96%	100%
Music Theatre – Performance (6320)	100% (34)	91% (34)	97%	97%	100%	47%	77%
Police Recruit Ed & Prep (13R0)	100% (28)	96% (26)	92%	97%	97%	55%	70%
Esthetician (1340)	95% (80)	96% (73)	97%	98%	100%	81%	92%
Early Childhood Education (1190)	93% (434)	96% (331)	94%	95%	98%	79%	89%
Police Foundations (1101)	93% (70)	99% (65)	93%	96%	99%	46%	71%
Personal Support Worker (1926)	92% (128)	97% (114)	94%	90%	97%	86%	90%
Architectural Technology Co-op (5200)	92% (47)	100% (42)	82%	92%	96%	87%	91%
Office Admin – Executive (2180)	91% (130)	93% (121)	89%	97%	99%	64%	85%
Top Programs for current survey periods (S00-W01)							
"Top 10" Average (S00 – W01)	**100% (126)**	**100% (149)**	**100%**	**100%**	**100%**	**92%**	**99%**
Early Childhood Assistant (1840)	100% (24)	92% (12)	91%	92%	96%	82%	100%
Esthetician (1340)	100% (22)	95% (21)	100%	100%	100%	95%	100%
Police Recruit Ed & Prep (13R0)	100% (15)	93% (14)	83%	93%	100%	31%	64%
Montessori EC Teacher Ed. (1198)	100% (14)	92% (13)	100%	100%	94%	94%	100%
Sports Injury Management (1911)	100% (13)	92% (12)	100%	100%	100%	77%	92%
Music Theatre - Performance (6320)	100% (11)	100% (9)	100%	92%	100%	50%	67%
Community Outreach & Develop (1001)	100% (7)	60% (5)	100%	100%	88%	60%	80%

Continued on next page ...

APPENDIX 4 – College Top Programs

Table 1 Continued

Program Name & Code	KPI Satisfaction rate	KPI Employment rate	Q33 Overall satisfaction with college prep. for work	Q35 Would Recommend Program	Q37 Would Recommend College	Q20 Job-related to Program? 'Yes'	Q21 Skills helpful in getting job
College (S00 – W01)	80% (2,617)	90% (2,205)	82%	86%	96%	61%	79%
Province (S00 - W01)	81% (30,790)	89% (25,382)	85%	87%	95%	65%	80%
Top Programs for current survey periods (S00-W01)							
"Top 10" Average (S00 – W01)	**100% (126)**	**100% (149)**	**100%**	**100%**	**100%**	**92%**	**99%**
Computer Science Technician (3280)	100% (7)	100% (5)	80%	100%	100%	100%	80%
Chemical Eng Technology Co-op (5750)	100% (7)	100% (7)	86%	100%	83%	57%	71%
Human Services Administration DE (1571)	100% (6)	80% (5)	75%	83%	100%	75%	75%
Crafts & Design - Glass (4270)	100% (6)	100% (5)	100%	100%	100%	83%	83%
Computer Animation - Tech Dir (6121)	100% (5)	100% (5)	83%	83%	100%	100%	83%
Early Childhood Education (1190)	96% (154)	94% (131)	95%	93%	97%	81%	92%
Human Resource Mgmt Co-op (A680)	96% (70)	93% (72)	99%	100%	97%	90%	97%
Architectural Technology Co-op (5200)	95% (20)	100% (21)	77%	86%	95%	91%	91%
Office Admin - Legal (2200)	94% (18)	100% (16)	94%	89%	94%	88%	100%
Police Foundations (1101)	93% (44)	98% (40)	91%	93%	100%	48%	70%
Office Admin - Executive (2180)	93% (29)	93% (27)	93%	97%	100%	60%	90%
Risk Analyst (1215)	93% (14)	92% (12)	75%	80%	100%	42%	58%
Personal Support Worker (1926)	92% (61)	98% (52)	95%	89%	98%	82%	90%
Info Technology - Support Services Co-op (3614)	92% (12)	82% (11)	89%	92%	100%	82%	91%

APPENDIX 4 – College Top Programs – MCU Comparisons

Table 2 This table displays the Summer 2000 through Winter 2001 ratings for Top programs which made both the Top list for Fall 1997 through Winter 2001 and Summer 2000 through Winter 2001 shaded in gray. In comparison you can see the Summer 2000 through Winter 20001 ratings for the MCU program which corresponds to each program not shaded.

Program Name & Code	KPI Satisfaction rate	KPI Employment rate	Q33 Overall satisfaction with college prep. for work	Q35 Would Recommend Program	Q37 Would Recommend College	Q20 Job-related to Program? 'Yes'	Q21 Skills helpful in getting job
Montessori EC Teacher Ed (1198)	100% (14)	92% (13)	100%	100%	94%	94%	100%
71215 Montessori EC Teacher Ed	100% (14)	92% (13)	100%	100%	94%	94%	100%
Music Theatre – Performance (6320)	100% (11)	100% (9)	100%	92%	100%	50%	67%
61912 Music Theatre – Performance	87% (23)	95% (20)	86%	96%	100%	48%	72%
Police Recruit Ed & Prep (13R0)	100% (15)	93% (14)	83%	93%	100%	31%	64%
73008 Police Recruit Education & Prep.	100% (15)	93% (14)	83%	93%	100%	31%	64%
Esthetician (1340)	100% (22)	95% (21)	100%	100%	100%	95%	100%
53401 Esthetician	92% (50)	96% (47)	94%	87%	98%	88%	92%
Early Childhood Education (1190)	96% (154)	94% (131)	95%	93%	97%	81%	92%
51211 Early Childhood Education	93% (1,373)	94% (1,109)	94%	94%	97%	83%	91%
Police Foundations (1101)	93% (44)	98% (40)	91%	93%	100%	48%	70%
53008 Police Foundations	84% (848)	93% (691)	85%	91%	95%	41%	65%
Personal Support Worker (1926)	92% (61)	98% (52)	95%	89%	98%	82%	90%
41469 Personal Support Worker	93% (1,206)	93% (1,075)	96%	95%	97%	86%	90%
Architectural Technology Co-op (5200)	95% (20)	100% (21)	77%	86%	95%	91%	91%
60600 Architectural Technology	86% (186)	95% (173)	86%	89%	93%	79%	87%
Office Admin – Executive (2180)	93% (29)	93% (27)	93%	97%	100%	60%	90%
52316 Office Administration – Executive	87% (292)	85% (259)	92%	93%	95%	67%	85%

APPENDIX 5 – College Bottom Programs

Table 1

Program Name & Code	KPI Satisfaction rate	KPI Employment rate	Q33 Overall satisfaction with college prep. for work	Q35 Would Recommend Program	Q37 Would Recommend College	Q20 Job-related to Program? 'Yes'	Q21 Skills helpful in getting job
College (S00 – W01)	80% (2,617)	90% (2,205)	82%	86%	96%	61%	79%
Province (S00 - W01)	81% (30,790)	89% (25,382)	85%	87%	95%	65%	80%
Bottom Programs for combined survey periods (F97-W01)							
"Bottom 10" Average (F97 – W01)	**58% (672)**	**81% (389)**	**59%**	**68%**	**88%**	**23%**	**52%**
Electronics Engineering Technology (5120)	59% (34)	97% (33)	59%	74%	91%	48%	56%
Computer Programmer (3220)	59% (273)	90% (240)	59%	68%	91%	41%	60%
Security System Implementation & Design (1005)	58% (48)	86% (43)	59%	66%	89%	58%	56%
Investigation – Public & Private (1002)	56% (82)	91% (76)	67%	80%	97%	31%	49%
Logistics – Co-op (2012)	53% (32)	93% (30)	57%	60%	88%	63%	72%
Court and Tribunal Agent (1004)	53% (74)	90% (69)	52%	57%	92%	46%	60%
Bottom Programs for current survey periods (S00-W01)							
"Bottom 10" Average (S00 – W01)	**56% (258)**	**73% (146)**	**50%**	**59%**	**83%**	**23%**	**53%**
Journalism - Print (2741)	59% (17)	100% (15)	71%	83%	94%	19%	50%
Quality Assurance Mfg & Mgt Co-op (5113)	58% (12)	69% (13)	60%	64%	87%	73%	79%
Computer Programmer (3220)	58% (76)	88% (66)	51%	63%	95%	26%	53%
Interactive Multimedia (3600)	56% (18)	78% (18)	73%	42%	89%	82%	69%
Animation Classical (6010)	51% (41)	78% (36)	57%	68%	80%	69%	85%
Electronics Engineering Technology Co-op (5300)	50% (10)	88% (8)	57%	70%	100%	88%	100%
Logistics - Co-op (2012)	20% (10)	100% (11)	18%	27%	73%	73%	82%

APPENDIX 5 – College Bottom Programs – MCU Comparison

Table 2 This table displays the Summer 2000 through Winter 2001 ratings for Bottom programs which made both the Bottom list for Fall 1997 through Winter 2001 and Summer 2000 through Winter 2001 shaded in gray. In comparison you can see the Summer 2000 through Winter 20001 ratings for the MCU program which corresponds to each program not shaded.

Program Name & Code	KPI Satisfaction rate	KPI Employment rate	Q33 Overall satisfaction with college prep. for work	Q35 Would Recommend Program	Q37 Would Recommend College	Q20 Job-related to Program? 'Yes'	Q21 Skills helpful in getting job
Computer Programmer (3220)	58% (76)	88% (66)	51%	63%	95%	26%	53%
50503 Computer Programmer	68% (649)	75% (591)	73%	75%	90%	51%	71%
Logistics - Co-op (2012)	20% (10)	100% (11)	18%	27%	73%	73%	82%
78902 Logistics	63% (24)	96% (22)	57%	60%	84%	77%	86%

Note: The numbers in brackets in the KPI Satisfaction rate and Employment rate columns refer to the number of respondents.

APPENDIX 6 – Graduate Satisfaction Trends – Results from the four Survey Periods

- The following three tables present a comparison in College ratings for the four survey periods.
- Notice that the large increase in graduate satisfaction ranging from 8% between 97/98 and 98/99 was due to the significant change in the scale made in the survey. Scales in Fall 97 and Winter 98 were defined by the end points only (e.g. 1 – 'Very Dissatisfied' and 5 – 'Very Satisfied', whereas from Summer 98 onwards each of the five points were explicitly defined).

Table 1 This table compares the graduate satisfaction rates from the three survey periods for the following survey questions:

Graduate Satisfaction Trends	KPI Satisfaction rate	KPI Employment rate	Q33 Overall satisfaction with college preparation for work	Q35 Would Recommend Program	Q37 Would Recommend College	Q20 Job related to Program? 'Yes'	Q21 Skills helpful in getting job
1997/1998 Graduate Satisfaction	70%	93%	69%	89%	97%	60%	59%
1998/1999 Graduate Satisfaction	78%	93%	81%	88%	96%	59%	76%
1999/2000 Graduate Satisfaction	81%	93%	84%	88%	96%	63%	81%
2000/2001 Graduate Satisfaction	80%	90%	82%	86%	96%	61%	79%

APPENDIX 6 – Graduate Satisfaction Trends – Results from the four Survey Periods

Table 2 This table compares the graduate satisfaction rates for Question 32 from the four survey periods.

Q32 "When you first started working after graduation how satisfied were you with your educational preparation for the following skills and abilities."

	Graduate Satisfaction				Graduate Neither Satisfied nor Dissatisfied				Graduate Dissatisfaction			
	1997/ 1998	1998/ 1999	1999/ 2000	**2000/ 2001**	1997/ 1998	1998/ 1999	1999/ 2000	**2000/ 2001**	1997/ 1998	1998/ 1999	1999/ 2000	**2000/ 2001**
A. Specific job-related knowledge	66%	77%	79%	**79%**	21%	13%	12%	**13%**	13%	10%	9%	**9%**
B. Specific job-related skills	66%	79%	80%	**80%**	22%	12%	12%	**13%**	12%	9%	7%	**7%**
C. Oral communication	76%	85%	86%	**87%**	19%	10%	10%	**9%**	6%	5%	4%	**4%**
D. Written communications	66%	81%	83%	**84%**	25%	13%	13%	**11%**	9%	7%	4%	**5%**
E. Comprehension	75%	87%	88%	**89%**	21%	10%	10%	**9%**	4%	3%	2%	**2%**
F. Math skills	39%	60%	65%	**65%**	29%	27%	24%	**23%**	32%	13%	11%	**12%**
G. Computer skills	65%	74%	77%	**77%**	20%	15%	13%	**12%**	15%	12%	10%	**11%**
H. Critical thinking	73%	83%	85%	**87%**	21%	12%	11%	**10%**	5%	5%	4%	**3%**
I. Problem solving	75%	84%	86%	**88%**	20%	12%	10%	**8%**	5%	4%	4%	**4%**
J. Research and analysis	62%	74%	77%	**78%**	26%	18%	16%	**15%**	11%	8%	7%	**7%**
K. Teamwork	82%	88%	90%	**90%**	14%	8%	7%	**7%**	4%	4%	3%	**4%**
L. Organization and planning	79%	85%	86%	**87%**	16%	10%	9%	**9%**	5%	5%	5%	**4%**
M. Time management	76%	82%	85%	**85%**	18%	12%	10%	**10%**	6%	6%	5%	**4%**
N. Quality of work	78%	87%	88%	**87%**	17%	8%	9%	**9%**	4%	5%	4%	**4%**
O. Productivity	75%	84%	84%	**86%**	21%	12%	12%	**10%**	5%	4%	4%	**4%**
P. Creative and Innovative	66%	76%	79%	**80%**	25%	16%	15%	**14%**	8%	8%	6%	**6%**
Q. Adaptable	72%	85%	86%	**85%**	23%	11%	11%	**12%**	5%	4%	3%	**3%**
R. Responsible	83%	88%	89%	**89%**	13%	8%	8%	**8%**	3%	3%	3%	**3%**

APPENDIX 6 – Graduate Satisfaction Trends – Results from the four Survey Periods

Table 3 This table compares the graduate satisfaction rates for Question 22 from the four survey periods.

Q22 "Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?"

	Graduate Satisfaction				Graduate Neither Satisfied nor Dissatisfied				Graduate Dissatisfaction			
	1997-1998	1998-1999	1999-2000	**2000-2001**	1997-1998	1998-1999	1999-2000	**2000-2001**	1997-1998	1998-1999	1999-2000	**2000-2001**
22A. Course content	67%	80%	84%	**84%**	25%	12%	11%	**10%**	8%	8%	6%	**6%**
22B. Courses were up-to-date	74%	83%	86%	**88%**	19%	10%	7%	**7%**	7%	7%	7%	**5%**
22C. Overall quality of instruction	69%	81%	83%	**83%**	24%	12%	10%	**11%**	7%	7%	7%	**6%**
22D. Equipment was up-to-date	66%	76%	78%	**83%**	24%	12%	10%	**9%**	9%	12%	12%	**9%**
22E. Preparation for the job market	57%	71%	77%	**74%**	26%	14%	11%	**13%**	16%	15%	12%	**13%**
22F. Skills developed in Co-op, clinical, field placement experience, and career placement services*	75%	86%	89%	**80%**	19%	9%	7%	**9%**	6%	5%	4%	**11%**

* This question changed for the S00-W01 survey period. In previous survey periods it was 'Skills developed in courses'.

APPENDIX 7 – Programs For Which There Is Low Job-Relatedness (F97-W01)

Table 1 Programs for which graduates reported low job-relatedness

Programs chosen had more than 20 responses and less than 50% 'Yes' or more than 25 responses and more than 30% 'No' to Question 20 'Was this job related to the Program that you graduated from?" Programs are sorted by 'Yes' column.

Program	Question 20			
	Yes	Yes, partially	No	Responses
2843 Cosmetic Techniques & Mgmt	61%	5%	34%	62
2840 Tourism & Travel	58%	7%	35%	169
1005 Security System Implementation & Design	58%	4%	38%	45
13M0 Law & Security Administration - Loss	57%	6%	37%	116
13M1 Law & Security Administration - Private Security	57%	5%	38%	103
13R0 Police Recruit Ed & Prep	55%	3%	41%	29
1150 Social Service Worker	54%	9%	37%	169
5430 Animal Care	54%	3%	44%	179
A220 Business Admin - Human Resources Mgt	49%	16%	35%	170
A210 Business Admin - Finance	48%	18%	35%	124
5120 Electronics Engineering Technology	48%	15%	36%	33
1151 Social Service Worker - Gerontology	48%	14%	38%	121
5365 Environmental Control	47%	19%	34%	32
6320 Music Theatre - Performance	47%	13%	39%	38
1004 Court and Tribunal Agent	46%	21%	32%	71
1101 Police Foundations	46%	17%	37%	65
2170 Business - Marketing	43%	15%	42%	65
2011 International Business Co-op	42%	28%	31%	36
2830 Business Admin - Marketing	42%	21%	37%	238
3220 Computer Programmer	41%	19%	40%	260
2140 Office Admin - General	41%	14%	45%	29
2450 Business - Accounting	41%	10%	49%	41
6401 Theatre & Drama Studies (Erin)	41%	0%	59%	27
2741 Journalism - Print	40%	20%	40%	35
2014 International Business	39%	11%	50%	44
2150 Business - General	38%	21%	41%	39
1215 Risk Analyst	38%	18%	44%	34
1001 Community Outreach & Develop	38%	5%	56%	39
6091 Illustration - Interpretive	36%	22%	42%	125
1570 Human Services Administration	31%	24%	45%	49
1002 Investigation - Public & Private	31%	22%	47%	78
A120 Business - Human Resources	30%	33%	36%	33
6370 Art and Art History	24%	16%	60%	62
3460 Computer Foundations	19%	23%	58%	52
13A0 General Arts & Science	12%	16%	72%	69
6350 Art Fundamentals	4%	7%	89%	187

APPENDIX 7 – Programs For Which There Is Low Job-Relatedness (S00-W01)

Table 2 Programs for which graduates reported low job-relatedness.

For comparison purposes this chart reflects the same programs as in Table 1 with the ratings for Summer 2000 through Winter 2001.

Program	Question 20			
	Yes	Yes, partially	No	Responses
2843 Cosmetic Techniques & Mgmt	65%	6%	29%	17
2840 Tourism & Travel	52%	4%	43%	46
1005 Security System Implementation & Design	58%	0%	42%	12
13M0 Law & Security Administration - Loss	100%	0%	0%	2
13M1 Law & Security Administration - Private Security	62%	3%	35%	63
13R0 Police Recruit Ed & Prep	31%	0%	69%	13
1150 Social Service Worker	61%	6%	33%	54
5430 Animal Care	47%	0%	53%	45
A220 Business Admin - Human Resources Mgt	32%	19%	49%	37
A210 Business Admin - Finance	51%	18%	31%	45
5120 Electronics Engineering Technology	33%	17%	50%	6
1151 Social Service Worker - Gerontology	43%	17%	40%	30
5365 Environmental Control	55%	18%	27%	11
6320 Music Theatre - Performance	50%	17%	33%	12
1004 Court and Tribunal Agent	60%	13%	27%	15
1101 Police Foundations	48%	15%	38%	40
2170 Business - Marketing	44%	7%	48%	27
2011 International Business Co-Op	20%	20%	60%	5
2830 Business Admin - Marketing	45%	15%	40%	65
3220 Computer Programmer	26%	17%	58%	66
2140 Office Admin - General	29%	18%	53%	17
2450 Business - Accounting	44%	7%	48%	27
6401 Theatre & Drama Studies (Erin)	46%	0%	54%	13
2741 Journalism - Print	19%	13%	69%	16
2014 International Business	38%	8%	54%	13
2150 Business - General	36%	16%	48%	25
1215 Risk Analyst	42%	8%	50%	12
1001 Community Outreach & Develop	60%	0%	40%	5
6091 Illustration - Interpretive	33%	21%	46%	39
1570 Human Services Administration	33%	22%	44%	9
1002 Investigation - Public & Private	41%	9%	50%	22
A120 Business - Human Resources	25%	33%	42%	12
6370 Art and Art History	21%	16%	63%	19
3460 Computer Foundations	8%	25%	67%	12
13A0 General Arts & Science	20%	10%	70%	20
6350 Art Fundamentals	8%	5%	87%	38

APPENDIX 8 – Industry Analysis - Hours by NAICS Code (S98 - W01)

Table 1 Question 16 "How many hours per week do/did you work at your job, excluding overtime?"

NAICS SECTOR	50+ hrs.	40-49 hrs.	30-39 hrs.	<30 hrs.	Graduate Responses
Mining/ Oil & Gas Extr.	14%	71%	14%		14
Agriculture/For./Fish./Hunting	12%	71%	12%	6%	17
Construction	12%	70%	14%	4%	86
Information & Cultural Industries	7%	66%	17%	9%	462
Transportation/Warehousing	6%	70%	16%	8%	141
Arts, Entertainment & Recreation	6%	55%	17%	21%	190
Professional, Scientific & Technical Services	5%	61%	27%	7%	893
Admin. & Support, Waste Mgmt & Remed. Services	5%	63%	24%	8%	262
Other Services	5%	44%	34%	17%	198
Accommodation & Food Services	4%	49%	31%	16%	260
Manufacturing	3%	76%	18%	3%	731
Wholesale Trade	3%	66%	26%	5%	145
Educational Services	3%	35%	47%	15%	261
Health Care & Social Assistance	3%	45%	33%	19%	831
Retail Trade	2%	51%	28%	20%	778
Finance & Insurance	2%	42%	49%	8%	371
Public Administration	2%	47%	42%	8%	237
Utilities		40%	55%	5%	20
Real Estate/Rent./Leasing		67%	25%	8%	51
Mgmt. Of Comp. & Ent.		80%	20%		10

APPENDIX 8 – Industry Analysis - Education by NAICS Code (S98 - W01)

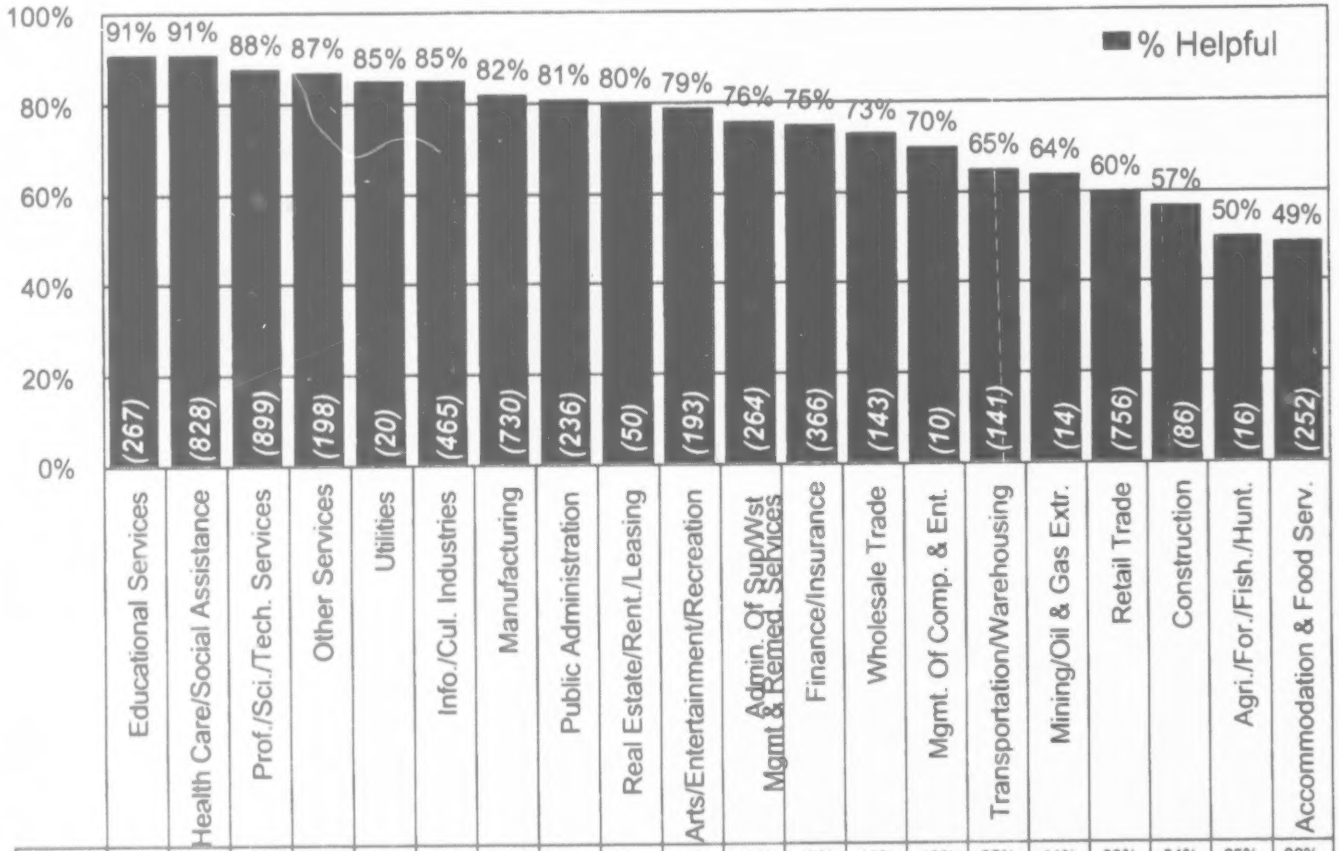
Table 2 Question 19 "When you were selected for this job, what educational background was needed to get the job?"

NAICS SECTOR	High School	Trade/ Vocational	College	University	Other general skills	Other	No Qualifications	Refused/ Don't know*	Graduate Responses
Agriculture/For./Fish./Hunting	34%	6%	17%	6%	6%	6%	22%	6%	18
Mining/ Oil & Gas Extr.	7%		36%	28%				29%	14
Utilities	10%		55%	20%		10%	5%		20
Construction	22%	4%	36%	2%	2%	9%	17%	6%	86
Manufacturing	13%	3%	44%	15%	1%	8%	9%	7%	737
Wholesale Trade	19%	1%	43%	8%		5%	14%	9%	146
Retail Trade	39%	3%	25%	3%	2%	7%	14%	6%	785
Transportation/Warehousing	28%	2%	31%	12%	1%	9%	10%	8%	145
Information & Cultural Industries	10%	4%	45%	9%	2%	10%	10%	10%	473
Finance & Insurance	17%	3%	40%	11%	1%	11%	9%	7%	377
Real Estate/Rent./Leasing	22%		39%	14%	2%	6%	16%	2%	51
Professional, Scientific & Tech. Services	7%	4%	54%	10%	1%	12%	6%	7%	907
Mgmt. Of Comp. & Ent.			80%		10%	10%			10
Admin. & Support, Waste Mgmt & Remed. Services	25%	3%	38%	2%	1%	9%	12%	8%	271
Educational Services	4%	4%	55%	18%	2%	10%	3%	6%	272
Health Care & Social Assistance	9%	5%	65%	7%	1%	7%	3%	4%	836
Arts, Entertainment & Recreation	18%	4%	27%	11%	2%	18%	16%	6%	199
Accommodation & Food Services	40%		17%	4%	3%	10%	19%	6%	265
Other Services	14%	6%	47%	9%	3%	11%	9%	5%	200
Public Administration	31%	3%	37%	8%	2%	9%	6%	4%	241

*Note: This categories' responses are not excluded from the other categories.

APPENDIX 8 – Industry Analysis - Helpfulness of Skills by NAICS Code (S98 - W01)

Chart 3 Question 21 "To what extent did the skills you developed during college help you get your job?"



	Educational Services	Health Care/Social Assistance	Prof./Sci./Tech. Services	Other Services	Utilities	Info./Cul. Industries	Manufacturing	Public Administration	Real Estate/Rent./Leasing	Arts/Entertainment/Recreation	Admin. Of Sup/Wst Mgmt & Remed. Services	Finance/Insurance	Wholesale Trade	Mgmt. Of Comp. & Ent.	Transportation/Warehousing	Mining/Oil & Gas Extr.	Retail Trade	Construction	Agri./For./Fish./Hunt.	Accommodation & Food Serv.
Unhelpful	4%	5%	7%	9%	10%	7%	13%	11%	18%	15%	15%	15%	15%	10%	25%	14%	30%	34%	25%	38%
Neither	4%	3%	6%	4%	5%	8%	5%	8%	2%	7%	9%	9%	12%	20%	11%	21%	10%	9%	25%	13%

APPENDIX 8 – Industry Analysis - Satisfaction with Program Aspects (S98 - W01)

Table 4 Question 22 "Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?"

NAICS SECTOR	Course content	Courses were up-to-date	Overall quality of instruction	Equipment was up-to-date	Preparation for the job market	Skills developed. in Co-op, clinical, field plcmnt exp., & career placement services*
Agri./For./Fish./Hunt.	76%	88%	82%	71%	47%	75%
Mining/Oil & Gas Extr.	79%	92%	86%	71%	67%	91%
Utilities	85%	85%	85%	79%	74%	71%
Construction	79%	84%	81%	74%	67%	80%
Manufacturing	82%	85%	81%	77%	74%	86%
Wholesale Trade	87%	86%	79%	81%	70%	84%
Retail Trade	83%	85%	80%	79%	69%	83%
Trans./Warehousing	80%	88%	82%	79%	66%	85%
Information & Cultural Industries	72%	75%	74%	70%	67%	81%
Finance & Insurance	82%	83%	79%	80%	70%	79%
Real Estate/Rent./Lease	78%	88%	82%	74%	72%	80%
Professional, Scientific & Technical Services	82%	84%	81%	78%	76%	84%
Mgmt. Of Comp. & Ent.	80%	90%	80%	80%	70%	78%
Admin. & Support, Waste Mgmt & Remed. Services	81%	82%	83%	76%	76%	82%
Educational Services	92%	93%	90%	90%	86%	92%
Health Care & Social Assistance	89%	94%	91%	89%	83%	91%
Arts, Entertainment & Recreation	87%	87%	86%	71%	65%	90%
Accommodation & Food Services	84%	90%	82%	81%	70%	83%
Other Services	84%	86%	86%	80%	76%	87%
Public Administration	83%	89%	83%	74%	79%	86%

* This question changed for the S00-W01 survey period. In previous survey periods it was 'Skills developed in courses'.

APPENDIX 8 – Industry Analysis - Starting Salary by NAICS Code (S98 - W01)

Table 5 Question 23a "What was/will be your gross starting salary, excluding overtime?"

NAICS SECTOR	<$10,000	$10,000-$19,999	$20,000-$29,999	$30,000-$39,999	>$40,000	Graduate Responses
Retail Trade	13%	38%	32%	14%	3%	665
Accommodation & Food Services	12%	44%	24%	15%	4%	225
Agri./For./Fish./Hunt.	7%	33%	33%	13%	13%	15
Educational Services	7%	13%	44%	25%	12%	220
Other Services	7%	31%	34%	17%	12%	167
Utilities	6%	6%	17%	44%	28%	18
Health Care & Social Assistance	6%	30%	42%	18%	5%	724
Arts, Entertainment & Recreation	5%	20%	41%	24%	10%	140
Public Administration	5%	12%	30%	36%	17%	212
Finance & Insurance	4%	9%	38%	38%	12%	314
Real Estate/Rent./Lease	4%	16%	36%	36%	9%	45
Professional, Scientific & Technical Services	4%	9%	38%	35%	14%	761
Construction	3%	5%	48%	27%	16%	77
Wholesale Trade	3%	13%	46%	30%	9%	131
Manufacturing	2%	7%	36%	37%	19%	624
Information & Cultural Industries	2%	9%	29%	36%	24%	389
Admin. & Support, Waste Mgmt & Remed. Services	2%	23%	42%	26%	7%	226
Trans./Warehousing	1%	17%	35%	36%	12%	127
Mining/Oil & Gas Extr.			36%	18%	45%	11
Mgmt. Of Comp. & Ent.		20%	50%	20%	10%	10

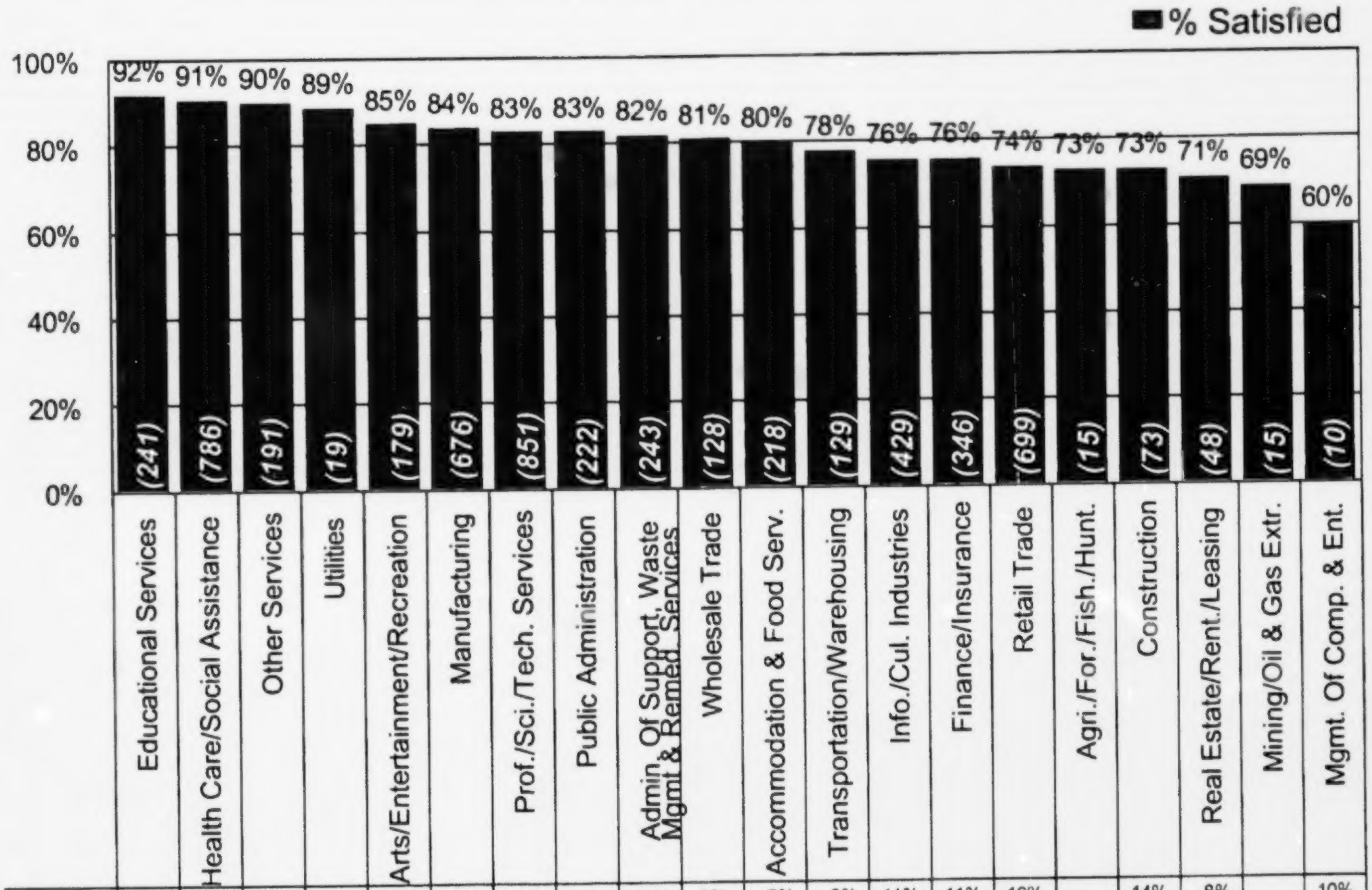
APPENDIX 8 – Industry Analysis - Importance of Skill/Ability (S98 - W01)

Table 6 Question 31 "How important that skill and ability is to performing your own work"

NAICS SECTOR	Specific job-related knowledge	Specific job-related skills	Oral communication	Written communications	Comprehension	Math skills	Computer skills	Critical thinking	Problem solving	Research and analysis	Teamwork	Organization and planning	Time management	Quality of work	Productivity	Creative and Innovative	Adaptable	Responsible
Agr./For./Fish/Hunt	80%	100%	93%	67%	100%	60%	64%	100%	93%	46%	80%	87%	93%	100%	100%	67%	87%	100%
Mining/Oil & Gas Ext	92%	100%	92%	62%	92%	67%	85%	85%	77%	69%	92%	92%	100%	100%	100%	77%	85%	100%
Utilities	95%	95%	100%	95%	100%	68%	100%	95%	100%	79%	100%	100%	100%	100%	95%	89%	100%	100%
Construction	84%	88%	95%	61%	95%	64%	65%	90%	85%	47%	92%	95%	95%	97%	92%	62%	89%	95%
Manufacturing	87%	88%	92%	81%	94%	62%	85%	88%	92%	66%	92%	92%	94%	97%	95%	69%	90%	97%
Wholesale Trade	80%	83%	93%	80%	91%	64%	79%	82%	82%	57%	93%	93%	91%	96%	93%	65%	91%	96%
Retail Trade	83%	83%	95%	70%	92%	60%	69%	83%	87%	53%	95%	90%	91%	94%	94%	67%	88%	97%
Trans./Warehousing	83%	83%	93%	76%	93%	60%	80%	87%	88%	56%	90%	96%	94%	96%	93%	64%	86%	97%
Info & Cultural Ind.	91%	92%	91%	74%	93%	41%	88%	93%	94%	69%	92%	92%	91%	98%	97%	83%	94%	97%
Finance & Insurance	86%	86%	95%	82%	95%	69%	92%	92%	92%	66%	93%	93%	93%	98%	95%	63%	93%	98%
Real Est/Rent/Lease	86%	78%	96%	82%	94%	55%	82%	86%	86%	63%	86%	96%	92%	94%	92%	64%	86%	100%
Prof/Sci./Tech. Ser.	92%	91%	94%	82%	97%	53%	93%	94%	94%	76%	92%	95%	96%	98%	97%	80%	93%	98%
Mgmt of Comp./Ent.	100%	100%	100%	90%	100%	60%	100%	100%	90%	70%	100%	100%	100%	100%	100%	80%	90%	100%
Admin. & Support, Waste Mgmt & Remed. Services	88%	89%	97%	81%	95%	49%	78%	90%	93%	66%	93%	93%	91%	97%	94%	68%	95%	99%
Educational Ser.	92%	94%	96%	87%	98%	47%	74%	92%	94%	71%	96%	95%	95%	100%	90%	88%	98%	98%
Hlth Care/Soc Assist	96%	96%	99%	88%	97%	39%	50%	93%	95%	63%	95%	96%	96%	99%	91%	85%	97%	100%
Arts/Ent. & Rec.	87%	89%	91%	68%	93%	36%	57%	88%	91%	60%	90%	96%	91%	98%	91%	86%	90%	99%
Accom. & Food Ser.	79%	80%	95%	65%	91%	68%	60%	80%	89%	43%	94%	92%	91%	95%	91%	59%	88%	98%
Other Services	89%	87%	97%	69%	96%	39%	66%	85%	87%	60%	93%	93%	93%	98%	93%	76%	92%	99%
Public Admin.	90%	89%	96%	88%	98%	43%	81%	93%	94%	69%	94%	94%	93%	97%	92%	71%	95%	98%

APPENDIX 8 – Industry Analysis - Overall Satisfaction by NAICS Code (S98 - W01)

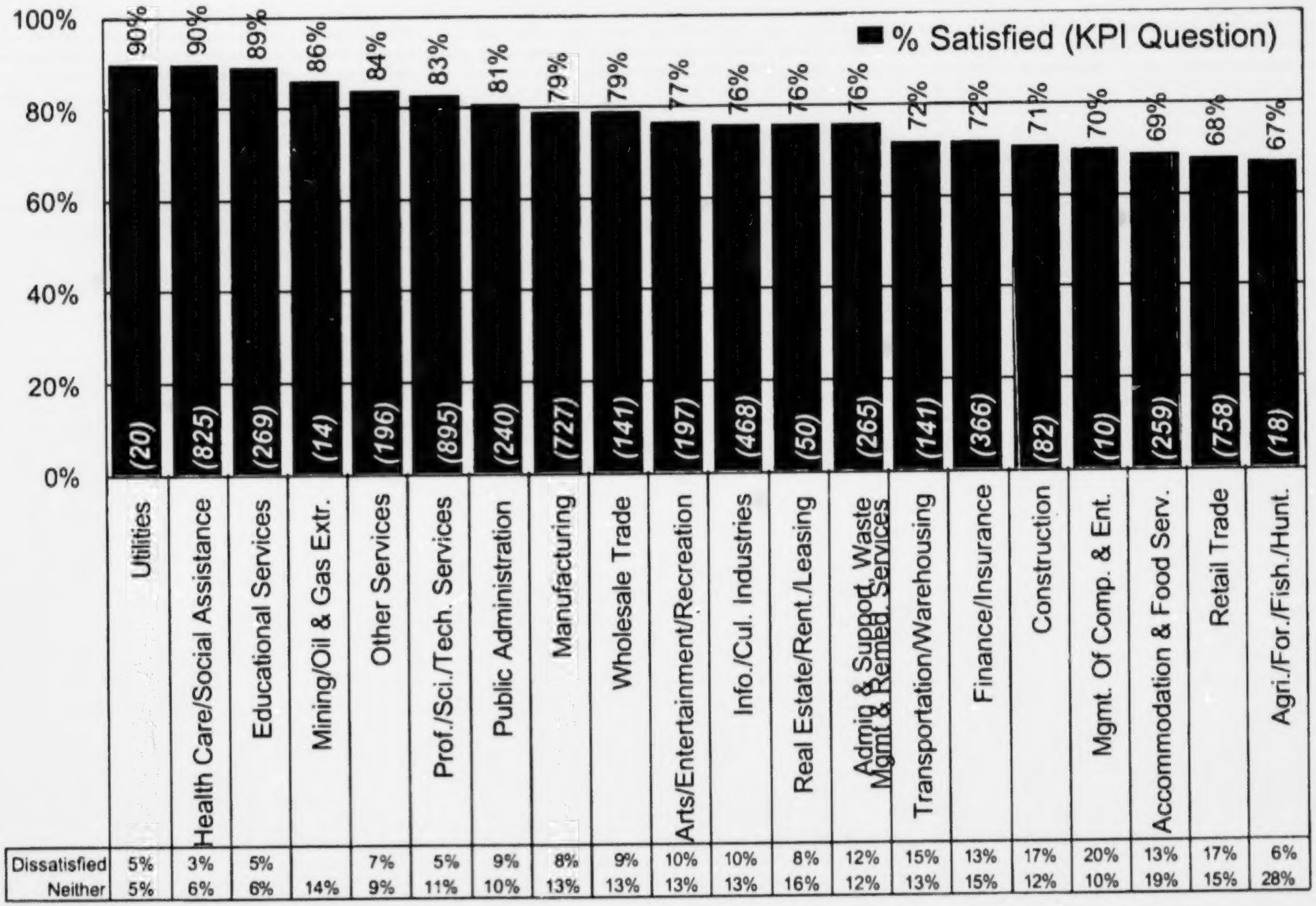
Chart 7 Question 33 "How would you rate your overall satisfaction with the college preparation for the type of work you were doing?"



	Educational Services	Health Care/Social Assistance	Other Services	Utilities	Arts/Entertainment/Recreation	Manufacturing	Prof./Sci./Tech. Services	Public Administration	Admin. Of Support, Waste Mgmt & Remed. Services	Wholesale Trade	Accommodation & Food Serv.	Transportation/Warehousing	Info./Cul. Industries	Finance/Insurance	Retail Trade	Agri./For./Fish./Hunt.	Construction	Real Estate/Rent./Leasing	Mining/Oil & Gas Extr.	Mgmt. Of Comp. & Ent.
Dissatisfied	1%	4%	2%		6%	5%	5%	7%	7%	9%	7%	8%	11%	11%	10%		14%	8%		10%
Neither	7%	5%	8%	11%	9%	11%	12%	10%	12%	9%	13%	14%	13%	13%	16%	27%	14%	21%	31%	30%

APPENDIX 8 – Industry Analysis - KPI by NAICS Code (S98 - W01)

Chart 8 KPI Question 34 "How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?"



	Utilities	Health Care/Social Assistance	Educational Services	Mining/Oil & Gas Extr.	Other Services	Prof./Sci./Tech. Services	Public Administration	Manufacturing	Wholesale Trade	Arts/Entertainment/Recreation	Info./Cul. Industries	Real Estate/Rent./Leasing	Admin & Support, Waste Mgmt & Remed. Services	Transportation/Warehousing	Finance/Insurance	Construction	Mgmt. Of Comp. & Ent.	Accommodation & Food Serv.	Retail Trade	Agri./For./Fish./Hunt.
Dissatisfied	5%	3%	5%		7%	5%	9%	8%	9%	10%	10%	8%	12%	15%	13%	17%	20%	13%	17%	6%
Neither	5%	6%	6%	14%	9%	11%	10%	13%	13%	13%	13%	16%	12%	13%	15%	12%	10%	19%	15%	28%

APPENDIX 8 – Industry Analysis - Recommendations (S98 - W01)

Chart 9 Question 35 "Would you recommend the program to someone else or not?"

Question 37 "Would you recommend Sheridan College to someone else or not?"

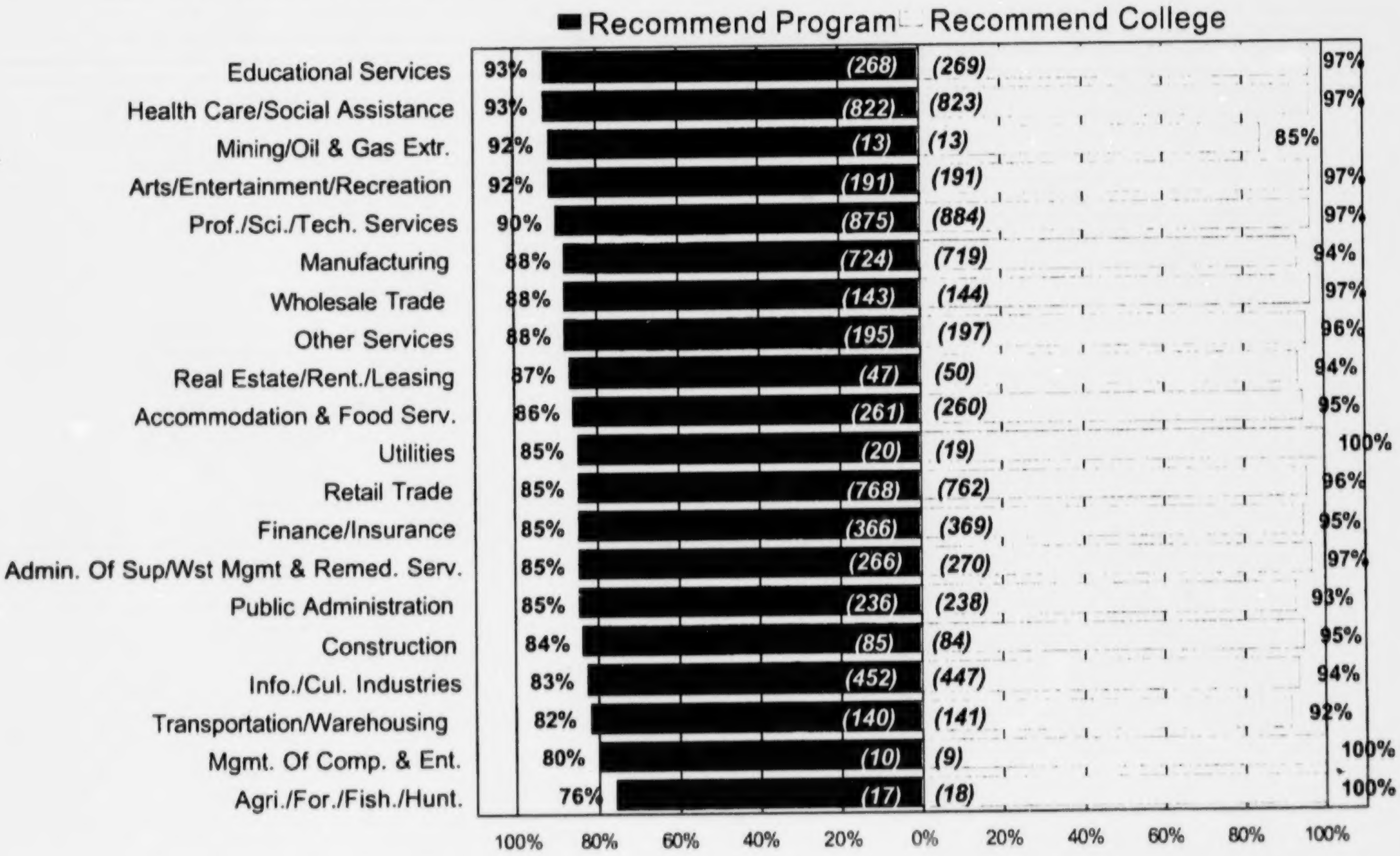


Table D 1998 Political Identification, Born-Again Christian Students and Non-Born Again

		Number and Percentage Checking Each Identification in 1998				
Students	*N*	*Far Right (%)*	*Conservative (%)*	*Middle-of (%) The Road*	*Liberal(%)*	*Far Left (%)*
Born-Again	5,136	81(2%)	2,478 (48%)	1,776 (35%)	741 (14%)	60 (1%)
Non-Born Again	12,956	146 (1%)	2,615 (20%)	6,351 (49%)	3,652 (28%)	192 (2%)

Table E Shifts in Political Identification, Born-Again Christian Students, 1994-1998 *(N=5,136)*

1994		*Number and Percentage of 1994 N Checking Each Identification in 1998*				
(Freshman) Identification	*1994 N*	*Far Right*	*Conservative*	*Middle-of-The Road*	*Liberal*	*Far Left*
Far Left	38	1 (3%)	5 (13%)	5 (13%)	18 (47%)	9 (24%)
Liberal	533	2 (0.4%)	63 (12%)	164 (31%)	278 (52%)	26 (5%)
Middle-of-The-Road	1,697	1 (0.1%)	443 (26%)	941 (56%)	296 (17%)	16 (1%)
Conservative	2,675	48 (2%)	1,831 (68%)	643 (24%)	145 (5%)	8 (0.3%)
Far Right	193	29 (15%)	136 (71%)	23 (12%)	4 (2%)	1 (1%)

Table F Shifts in Political Identification, Non Born-Again Christian Students, 1994-1998(*N=12,956*)

1994		*Number and Percentage of 1994 N Checking Each Identification in 1998*				
(Freshman) Identification	*1994 N*	*Far Right*	*Conservative*	*Middle-of-The Road*	*Liberal*	*Far Left*
Far Left	192	1 (1%)	5 (3%)	29 (15%)	84 (44%)	73 (38%)
Liberal	3,652	6 (0.2%)	220 (6%)	919 (25%)	2,253 (62%)	254 (7%)
Middle-of-The-Road	6,351	17 (0.3%)	875 (14%)	3,889 (61%)	1,485 (23%)	85 (1%)
Conservative	2,615	43 (2%)	1,395 (53%)	901 (35%)	253 (10%)	23 (1%)
Far Right	146	16 (11%)	81 (56%)	35 (24%)	12 (8%)	2 (1%)

APPENDIX 7 – Trends: Learning Experiences

Table continued…

Learning Experiences

Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
Q9 Develops your ability to work with others.	1999	78%	18%	4%
	2000	80%	16%	4%
	2001	82%	14%	4%
	2002	**78%**	**17%**	**5%**
	DIFFERENCE (2001-2002)	**-4%**	**+3%**	**+1%**
Q10 Develops your ability to solve problems.	1999	69%	25%	5%
	2000	71%	24%	5%
	2001	74%	20%	6%
	2002	**69%**	**25%**	**5%**
	DIFFERENCE (2001-2002)	**-5%**	**+5%**	**-1%**
Q11: Develops your computer skills.	1999	60%	23%	17%
	2000	65%	19%	16%
	2001	69%	17%	13%
	2002	**72%**	**17%**	**11%**
	DIFFERENCE (2001-2002)	**+3%**	**0%**	**-2%**
Q12: Provides you with opportunities to further your education after graduation.	1999	57%	34%	9%
	2000	63%	27%	10%
	2001	66%	25%	10%
	2002	**63%**	**27%**	**10%**
	DIFFERENCE (2001-2002)	**-3%**	**+2%**	**0%**
Q13 Provides you with experience that will be useful to your future life outside of work.	1999	58%	35%	7%
	2000	61%	30%	8%
	2001	73%	21%	7%
	2002	**67%**	**24%**	**9%**
	DIFFERENCE (2001-2002)	**-6%**	**+3%**	**+2%**
Q14: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	1999	77%	17%	6%
	2000	81%	13%	6%
	2001	86%	10%	4%
	2002	**80%**	**14%**	**5%**
	DIFFERENCE (2001-2002)	**-6%**	**+4%**	**+1%**

APPENDIX 8 – Trends: Teaching/Courses

Teaching/Courses				
Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
Q15: Teachers' knowledge of their subjects.	1999	77%	16%	7%
	2000	78%	15%	7%
	2001	81%	12%	6%
	2002	**77%**	**15%**	**8%**
	DIFFERENCE (2002-2002)	**-4%**	**+3%**	**+2%**
Q16:Teachers are up-to-date/current in their fields.	1999	77%	17%	6%
	2000	77%	17%	6%
	2001	80%	15%	5%
	2002	**78%**	**17%**	**6%**
	DIFFERENCE (2001-2002)	**-2%**	**+2%**	**+1%**
Q17 Teachers' presentation of the subject material.	1999	59%	30%	11%
	2000	57%	28%	15%
	2001	63%	24%	13%
	2002	**57%**	**28%**	**15%**
	DIFFERENCE (2001-2002)	**-6%**	**+4%**	**+2%**
Q18 Helpfulness of teachers outside of class.	1999	50%	34%	17%
	2000	50%	31%	19%
	2001	55%	28%	17%
	2002	**52%**	**31%**	**17%**
	DIFFERENCE (2001-2002)	**-3%**	**+3%**	**0%**
Q19 Feedback about your progress.	1999	38%	35%	27%
	2000	42%	31%	26%
	2001	47%	29%	24%
	2002	**43%**	**32%**	**25%**
	DIFFERENCE (2001-2002)	**-4%**	**+3%**	**+1%**
Q20 Quality of classroom learning.	1999	57%	32%	12%
	2000	58%	27%	15%
	2001	64%	23%	12%
	2002	**59%**	**28%**	**13%**
	DIFFERENCE (2001-2002)	**-5%**	**+5%**	**+1%**
Q21 Quality of lab/shop learning.	1999	53%	32%	15%
	2000	55%	26%	19%
	2001	63%	24%	13%
	2002	**58%**	**29%**	**13%**
	DIFFERENCE (2001-2002)	**-5%**	**+5%**	**0%**

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APPENDIX 8 – Trends: Teaching/Courses

Table continued…

Teaching/Courses				
Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
Q22 Quality of other learning experiences.	1999	47%	44%	9%
	2000	50%	39%	11%
	2001	56%	35%	9%
	2002	**51%**	**39%**	**10%**
	DIFFERENCE (2001-2002)	**-5%**	**+4%**	**+1%**
Q23 Field placement, clinical experiences and co-op work terms.	1999	50%	33%	17%
	2000	55%	27%	18%
	2001	59%	24%	17%
	2002	**52%**	**29%**	**19%**
	DIFFERENCE (2001-2002)	**-7%**	**+5%**	**+2%**
Q24 Course materials (e.g. books, software, handouts).	1999	48%	30%	21%
	2000	48%	29%	23%
	2001	53%	26%	20%
	2002	**48%**	**30%**	**22%**
	DIFFERENCE (2001-2002)	**-5%**	**+4%**	**+2%**
Q25 Lab/shop facilities and equipment.	1999	45%	29%	26%
	2000	52%	24%	24%
	2001	61%	22%	17%
	2002	**58%**	**25%**	**17%**
	DIFFERENCE (2001-2002)	**-3%**	**+3%**	**0%**
Q26 The OVERALL quality of the learning experiences in this program.	1999	71%	21%	8%
	2000	72%	20%	8%
	2001	76%	18%	6%
	2002	**72%**	**21%**	**7%**
	DIFFERENCE (2001-2002)	**-4%**	**+3%**	**+1%**

APPENDIX 9 – Trends: Facilities/Resources & Services

Facilities/Resources and Services				
Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
Q27. Library/Resource Centre.	1999	41%	34%	25%
	2000	40%	33%	27%
	2001	45%	29%	26%
	2002	**43%**	**34%**	**23%**
	DIFFERENCE (2001-2002)	**-2%**	**+5%**	**-3%**
Q28 Open Access Computer Labs/Resources.	1999	46%	23%	31%
	2000	48%	19%	33%
	2001	62%	18%	21%
	2002	**63%**	**21%**	**16%**
	DIFFERENCE (2001-2002)	**+1%**	**+3%**	**-5%**
Q29 Peer Tutoring Services.	1999	46%	39%	14%
	2000	45%	39%	16%
	2001	52%	35%	13%
	2002	**50%**	**38%**	**12%**
	DIFFERENCE (2001-2002)	**-2%**	**+3%**	**-1%**
Q30 Special Skills Services.	1999	40%	48%	11%
	2000	44%	42%	14%
	2001	47%	40%	13%
	2002	**48%**	**39%**	**13%**
	DIFFERENCE (2001-2002)	**+1%**	**-1%**	**0%**
Q31 Space for individual/group study.	1999	45%	34%	21%
	2000	43%	29%	28%
	2001	51%	27%	22%
	2002	**45%**	**31%**	**24%**
	DIFFERENCE (2001-2002)	**-6%**	**+4%**	**+2%**
Q32 Counselling/ Native Counselling / Advising Services.	1999	44%	37%	19%
	2000	47%	35%	18%
	2001	53%	33%	14%
	2002	**52%**	**34%**	**14%**
	DIFFERENCE (2001-2002)	**-1%**	**+1%**	**0%**
Q33 Special Needs / Disability Services.	1999	57%	30%	12%
	2000	58%	30%	12%
	2001	58%	30%	12%
	2002	**60%**	**29%**	**11%**
	DIFFERENCE (2001-2002)	**+2%**	**-1%**	**-1%**

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APPENDIX 9 – Trends: Facilities/Resources & Services

Table continued…

Facilities/Resources and Services				
Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
Q34 Bookstore.	1999	42%	25%	33%
	2000	44%	24%	33%
	2001	47%	22%	30%
	2002	**46%**	**26%**	**28%**
	DIFFERENCE (2000-2001)	**-1%**	**+4%**	**-2%**
Q35 Recreation/Athletics.	1999	49%	31%	20%
	2000	47%	29%	24%
	2001	53%	26%	21%
	2002	**50%**	**27%**	**22%**
	DIFFERENCE (2001-2002)	**-3%**	**+1%**	**+1%**
Q36 Registration / Records Services. (e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors.)[20]	1999	39%	42%	19%
	2000	41%	38%	21%
	2001	45%	33%	22%
	2002	**39%**	**30%**	**31%**
	DIFFERENCE (2001-2002)	**-6%**	**-3%**	**+9%**
Q37 Health Services.	1999	69%	25%	6%
	2000	67%	25%	8%
	2001	70%	23%	7%
	2002	**66%**	**26%**	**7%**
	DIFFERENCE (2001-2002)	**-4%**	**+3%**	**0%**
Q38 Cafeteria / Food Services.	1999	48%	30%	22%
	2000	52%	26%	22%
	2001	56%	25%	19%
	2002	**52%**	**29%**	**20%**
	DIFFERENCE (2001-2002)	**-4%**	**+4%**	**+1%**
Q39 Safety and Security Services.	1999	54%	33%	13%
	2000	54%	32%	14%
	2001	55%	29%	16%
	2002	**54%**	**32%**	**15%**
	DIFFERENCE (2001-2002)	**-1%**	**+3%**	**-1%**

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[20] The addition in brackets was new in 2002.

APPENDIX 9 – Trends: Facilities/Resources & Services

Table continued…

Facilities/Resources and Services

Questions & Year of Survey		SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED
Q40 Financial Aid Services.	1999	55%	23%	23%
	2000	53%	26%	21%
	2001	50%	22%	28%
	2002	**48%**	**25%**	**27%**
	DIFFERENCE (2001-2002)	**-2%**	**+3%**	**-1%**
Q41 Co-op/Field Placement Services.	1999	59%	26%	15%
	2000	56%	24%	20%
	2001	57%	22%	21%
	2002	**54%**	**26%**	**20%**
	DIFFERENCE (2001-2002)	**-3%**	**+4%**	**-1%**
Q42 Employment/Placement/Career Services[21].	1999	49%	34%	17%
	2000	49%	37%	14%
	2001	53%	34%	14%
	2002	**48%**	**38%**	**14%**
	DIFFERENCE (2001-2002)	**-5%**	**+4%**	**0%**
Q43 Comfort/ Cleanliness / Accessibility of college facilities.	1999	60%	26%	13%
	2000	55%	27%	18%
	2001	61%	23%	16%
	2002	**59%**	**26%**	**15%**
	DIFFERENCE (2001-2002)	**-2%**	**+3%**	**-1%**
Q44 The OVERALL quality of the facilities/resources in the college.	1999	60%	29%	11%
	2000	56%	29%	15%
	2001	63%	25%	11%
	2002	**60%**	**29%**	**11%**
	DIFFERENCE (2001-2002)	**-3%**	**+4%**	**0%**
Q45 The OVERALL quality of the services in the college.	1999	57%	33%	10%
	2000	55%	32%	13%
	2001	62%	28%	10%
	2002	**59%**	**32%**	**10%**
	DIFFERENCE (2001-2002)	**-3%**	**+4%**	**0%**

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[21] 'Placement' was added in 2002.

APPENDIX 10 – Trends: Staff Concern & College Experience

Staff Concern

Question & Year of Survey		SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED
Q46 The concern of people at this college for your success.	1999	52%	34%	15%
	2000	48%	34%	18%
	2001	56%	30%	14%
	2002	**51%**	**33%**	**15%**
	DIFFERENCE (2001-2002)	**-5%**	**+3%**	**+1%**

Overall College Experience

Question & Year of Survey		SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED
Q47 Your overall college experience	1999	–	–	–
	2000	65%	24%	11%
	2001	73%	20%	8%
	2002	68%	23%	9%
	DIFFERENCE (2001-2002)	**-5%**	**+3%**	**+1%**

APPENDIX 11 – KPI Statistical Accuracy

This table presents all the programs for 2002 listed alphabetically. The College level results in this report can be treated as accurate to within one percent at the 95% confidence level (based on the worst case scenario). Results at the program level range significantly depending on the return rate – accuracy increases with a larger sample (number of surveys). A program with 20 surveys of 25 students would be accurate to within 5 to 10%, depending upon the result (e.g. satisfaction results at the high end or low end are statistically more accurate than are results around the 50% mark).

Program	Prg. Code	Enrol.	Completed Surveys	% Repres.	Worst Case +/-% Accuracy at 95% confidence level	KPI Satisfaction
Advanced Illustration	6192	13	11	85%	12%	66%
Advanced Television & Film	6705	46	14	30%	22%	89%
Advertising	2835	199	152	76%	4%	70%
Animal Care	5430	98	70	71%	6%	72%
Animation - Classical	6010	247	167	68%	4%	58%
Applied Photography	6210	146	106	73%	5%	61%
Architectural Technology	5560	97	58	60%	8%	73%
Architectural Technology Co-op	5200	98	86	88%	4%	76%
Art Fundamentals	6350	500	230	46%	5%	72%
Bachelor of Design Hon Deg	6131	396	7	2%	37%	57%
Business	2370	826	443	54%	3%	71%
Business - Accounting	2450	115	101	88%	3%	71%
Business - Finance	A060	122	65	53%	8%	59%
Business - General	2150	82	34	41%	13%	45%
Business - Human Resources	A120	116	57	49%	9%	66%
Business - Marketing	2170	232	164	71%	4%	67%
Business Admin - Accounting	2050	68	38	56%	11%	70%
Business Admin - Accounting Co-op	2340	118	103	87%	3%	60%
Business Admin - Finance	A210	109	83	76%	5%	62%
Business Admin - General	2800	30	51	170%	–	64%
Business Admin - Human Resources Mgt	A220	103	107	104%	–	62%
Business Admin - Marketing	2830	141	95	67%	6%	55%
Business Admin - Marketing Co-op	2520	63	68	108%	–	60%
Chem Eng Techy Env	5891	19	7	37%	29%	85%
Chem Eng Techy Env Co-op	5821	7	12	171%	–	80%
Chemical Eng Technology Co-op	5750	20	20	100%	0%	80%
Chemical Engineering Technology	5460	30	18	60%	15%	60%
Chemical Techn - Laboratory	5210	16	10	63%	19%	72%
Community Outreach & Develop	1001	47	31	66%	10%	69%
Comp Anim-Digital Char Anin	6124	9	7	78%	17%	96%

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APPENDIX 11 – KPI Statistical Accuracy

Table continued …

Program	Prg. Code	Enrol.	Completed Surveys	% Repres.	Worst Case +/-% Accuracy at 95% confidence level	KPI Satisfaction
Comp Anim-Digital Vis Effects	6125	9	7	78%	17%	83%
Computer Animation	6120	26	24	92%	6%	68%
Computer Foundations	3460	65	32	49%	12%	82%
Computer Programmer	3220	168	113	67%	5%	59%
Computer Science Technology	E130	25	22	88%	7%	72%
Computer Science Technology Co-op	E110	355	282	79%	3%	69%
Computer Science Ty DE Co-op	3265	60	7	12%	35%	61%
Corporate Communications Co-op	2019	26	17	65%	14%	48%
Correctional Worker	1691	104	84	81%	5%	85%
Cosmetic Techniques & Mgmt	2843	91	66	73%	6%	74%
Court and Tribunal Agent	1004	66	51	77%	7%	64%
Crafts & Design - Ceramics	4090	47	29	62%	11%	83%
Crafts & Design - Fabrics	4150	24	16	67%	14%	70%
Crafts & Design - Furniture	4210	37	25	68%	11%	62%
Crafts & Design - Glass	4270	54	38	70%	9%	72%
Early Childhood Assistant	1840	45	35	78%	8%	73%
Early Childhood Education	1190	465	381	82%	2%	79%
Early Childhood Education DE	1197	12	9	75%	16%	91%
Educational Assistant	1500	35	23	66%	12%	83%
Electromechanical Eng Technology	5012	42	15	36%	20%	68%
Electromechanical Eng Technology Co-op	5112	23	47	204%	–	54%
Electronics Engineering Technician	5170	13	63	485%	–	75%
Electronics Engineering Technology	5120	125	49	39%	11%	65%
Electronics Engineering Technology Co-op	5300	55	14	25%	23%	69%
Enterprise Database Management	3055	9	8	89%	12%	69%
Environmental Science Technician	5366	12	10	83%	13%	91%
Esthetician	1340	73	54	74%	7%	89%
GAS - Interdisciplinary Arts	6180	54	25	46%	14%	64%
General Arts & Science	13A0	176	131	74%	4%	55%
Human Resource Mgmt Co-op	A680	34	20	59%	14%	70%
Human Services Administration	1570	35	24	69%	11%	84%
Human Services Administration DE	1571	5	5	100%	0%	100%
Illustration	6071	0	14	0%	–	75%
Illustration - Interpretive	6091	221	129	58%	6%	68%

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APPENDIX 11 – KPI Statistical Accuracy

Table continued ....

Program	Prg. Code	Enrol.	Completed Surveys	% Repres.	Worst Case +/-% Accuracy at 95% confidence level	KPI Satisfaction
Illustration - Tech & Scien	6191	84	63	75%	6%	64%
Info Techy - Support Services	3610	29	6	21%	36%	80%
Info Techy - Support Services Co-op	3614	79	70	89%	4%	65%
Information Techy Professional	3613	20	15	75%	13%	81%
Interactive Multimedia	3600	35	34	97%	3%	73%
Interior Design	6950	226	155	69%	4%	74%
International Business Co-op	2011	33	27	82%	8%	50%
Investigation - Public & Private	1002	67	45	67%	8%	67%
Journalism - New Media	2747	24	17	71%	13%	75%
Journalism - Print	2741	65	48	74%	7%	69%
Law & Sec Administration - Private Security	13M1	126	91	72%	5%	50%
Marketing Management Co-op	2016	36	36	100%	0%	47%
Mech Eng Techy Des Dr Co-op	5550	79	63	80%	6%	51%
Mechanical Eng Techy Co-op	5380	54	29	54%	12%	69%
Mechanical Eng Techy Des Dr	5500	28	16	57%	16%	55%
Mechanical Engineering Techy	5100	54	13	24%	24%	82%
Media Arts	6700	169	117	69%	5%	64%
Montessori EC Teacher Ed.	1198	12	18	150%	–	94%
Music Theatre - Performance	6320	94	86	91%	3%	67%
New Media Design	6122	26	23	88%	7%	74%
Office Admin - Executive	2180	62	52	84%	5%	71%
Office Admin - Legal	2200	24	22	92%	6%	66%
Office Administration	2120	97	70	72%	6%	71%
Pharmacy Technician Co-op	1916	68	42	62%	9%	60%
Police Foundations	1101	174	117	67%	5%	73%
Risk Analyst	1215	26	17	65%	14%	70%
Security System Implementation & Design	1005	42	37	88%	6%	74%
Social Service Worker	1150	189	134	71%	5%	76%
Social Service Worker - Gerontology	1151	83	54	65%	8%	73%
Social Service Worker - Gerontology DE	1152	14	15	107%	–	38%
Sports Injury Management	1911	93	57	61%	8%	68%
Systems Analyst	E210	35	22	63%	13%	71%
Systems Analyst Co-op	E060	289	173	60%	5%	62%
Telecommunications Management	3410	11	10	91%	9%	84%
Telecommunications Technology Co-op	5361	96	80	83%	4%	70%
Theatre Arts - Tech Production	6737	40	38	95%	4%	74%
Tourism & Travel	2840	149	115	77%	4%	67%
Visual Merchandising Arts	6815	60	44	73%	8%	75%

APPENDIX 12 – Top Programs (1999 - 2002)

Table 1 Includes the Programs with the 20 highest KPI Satisfaction rates. Top 10 are indicated in bold. (Ranked high-to-low by College KPI)

PROGRAM Name and Code	KPI	Usefulness for Future Career	Learning Experiences – Program Quality	Quality of Facilities/ Resources	Quality of Services	Responses in KPI
6124 Comp Animation-Digital Char Anin	**96%**	**100%**	**86%**	**100%**	**100%**	**28**
1198 Montessori EC Teacher Ed.	**96%**	**100%**	**100%**	**93%**	**91%**	**180**
1340 Esthetician	**92%**	**96%**	**96%**	**89%**	**86%**	**772**
1912 Human Kinetics/Sports Injury Management	**90%**	**100%**	**100%**	**86%**	**71%**	**56**
1571 Human Services Administration DE	**87%**	**91%**	**91%**	**86%**	**81%**	**84**
1197 Early Childhood Education DE	**86%**	**97%**	**90%**	**76%**	**83%**	**116**
6705 Advanced Television & Film	**85%**	**96%**	**87%**	**83%**	**74%**	**92**
4090 Crafts & Design – Ceramics	**85%**	**95%**	**93%**	**77%**	**74%**	**332**
6815 Visual Merchandising Arts	**84%**	**88%**	**87%**	**84%**	**77%**	**524**
6125 Comp Anim-digital Vis Effects	**83%**	**100%**	**83%**	**67%**	**83%**	**24**
1691 Correctional Worker	**83%**	**98%**	**94%**	**70%**	**69%**	**976**
1500 Educational Assistant	80%	89%	81%	80%	73%	312
1840 Early Childhood Assistant	80%	96%	93%	63%	68%	352
3055 Enterprise Database Management	80%	81%	76%	81%	81%	84
1190 Early Childhood Education	80%	96%	87%	67%	69%	5,132
6122 New Media Design	78%	88%	91%	71%	64%	232
5100 Mechanical Engineering Techy	78%	86%	76%	75%	75%	552
5821 Chem Eng Techy Env Co-op	78%	100%	92%	63%	58%	96
5060 Architectural Technician	78%	84%	84%	76%	68%	100
2843 Cosmetic Techniques & Mgmt	77%	81%	75%	77%	75%	820
5200 Architectural Technology Co-op	77%	93%	84%	63%	66%	1,000
6350 Art Fundamentals	77%	77%	78%	78%	73%	2,752
TOP 10 PROGRAMS (1999 – 2002)	88%	99%	95%	86%	80%	2,208
COLLEGE (1999-2002)	68%	82%	73%	60%	59%	87,876

APPENDIX 12 – Top Programs (2002)

Table 2 Includes the Programs with the 20 highest KPI Satisfaction rates. Top 10 are indicated in bold. (Ranked high-to-low by College KPI)

PROGRAM Name and Code	KPI	Usefulness for Future Career	Learning Experiences – Program Quality	Quality of Facilities/ Resources	Quality of Services	Responses in KPI
1571 Human Services Administration DE	**100%**	**100%**	**100%**	**100%**	**100%**	**16**
6124 Comp Anim-Digital Char Anin	**96%**	**100%**	**86%**	**100%**	**100%**	**28**
1198 Montessori EC Teacher Ed.	**94%**	**100%**	**100%**	**94%**	**81%**	**64**
1197 Early Childhood Education DE	**91%**	**100%**	**100%**	**75%**	**88%**	**32**
5366 Environmental Science Technician	**91%**	**100%**	**88%**	**88%**	**88%**	**32**
6705 Advanced Television & Film	**90%**	**100%**	**93%**	**86%**	**79%**	**56**
1340 Esthetician	**89%**	**91%**	**91%**	**89%**	**85%**	**212**
5891 Chem Eng Techy Env	**85%**	**100%**	**100%**	**60%**	**80%**	**20**
1691 Correctional Worker	**85%**	**100%**	**99%**	**72%**	**69%**	**296**
3410 Telecommunications Management	**85%**	**100%**	**88%**	**75%**	**75%**	**32**
1570 Human Services Administration	84%	90%	85%	75%	85%	80
6125 Comp Anim-Digital Vis Effects	84%	100%	83%	67%	83%	24
4090 Crafts & Design – Ceramics	83%	96%	89%	75%	71%	112
1500 Educational Assistant	83%	86%	73%	91%	82%	88
3460 Computer Foundations	83%	82%	85%	78%	85%	108
5100 Mechanical Engineering Techy	82%	91%	73%	91%	73%	44
3613 Information Techy Professional	81%	92%	85%	69%	77%	52
5750 Chemical Eng Technology Co-op	80%	90%	95%	63%	74%	76
3610 Info Techy-Support Services	80%	80%	80%	80%	80%	20
5821 Chem Eng Techy Env Co-op	80%	100%	100%	64%	55%	44
TOP 10 PROGRAMS (2002)	87%	100%	96%	87%	85%	852
COLLEGE (2002)	68%	80%	72%	61%	59%	24,168

APPENDIX 12 – Corresponding MCU Values for Top Programs (2002)

Table 3 This table includes the KPI & Capstone values for the MCU Provincial Programs that correspond to the College Top 20 Programs for the current survey period. These Programs are arranged in the same order as they appear in Table 2 the College's Top 10 are indicated in bold.

PROGRAM Name and Code	KPI	Usefulness for Future Career	Learning Experiences – Program Quality	Quality of Facilities/ Resources	Quality of Services	Responses in KPI
50211 Human Services Administration	**87%**	**92%**	**88%**	**79%**	**88%**	**24**
71901 Computer Animation	**77%**	**88%**	**79%**	**74%**	**65%**	**34**
71215 Montessori Early Childhood Teacher Ed.	**94%**	**100%**	**100%**	**94%**	**81%**	**16**
51211 Early Childhood Education	**83%**	**94%**	**89%**	**73%**	**75%**	**2,782**
52700 Resources/Environmental Technician	**79%**	**86%**	**85%**	**74%**	**71%**	**213**
79402 Advanced Television & Film	**77%**	**93%**	**83%**	**66%**	**66%**	**41**
53401 Esthetician	**84%**	**92%**	**88%**	**79%**	**77%**	**117**
61301 Chemical Engineering Technology*	**79%**	**93%**	**87%**	**68%**	**68%**	**372**
50705 Correctional Worker	**83%**	**95%**	**93%**	**72%**	**71%**	**572**
79302 Telecommunications Management	**84%**	**100%**	**88%**	**75%**	**75%**	**8**
50211 Human Services Administration	87%	92%	88%	79%	88%	24
71901 Computer Animation	77%	89%	79%	74%	65%	34
61803 Ceramics – Advanced	77%	91%	89%	64%	63%	64
71228 Educational Assistant	83%	86%	73%	91%	82%	22
42509 Computer Operator	80%	74%	84%	79%	82%	38
61007 Mechanical Engineering Technology	69%	80%	71%	64%	61%	1,135
70509 Local Area Network Design & Administration	77%	87%	79%	77%	66%	47
61301 Chemical Engineering Technology	79%	93%	87%	68%	68%	372
50511 Computer Networking & Technical Support	68%	76%	70%	65%	62%	301

* This MCU Code refers to *5891 Chem Eng Techy Env* and *5821 Chem Eng Techy Env Co-op*

APPENDIX 13 – Bottom Programs (1999 - 2002)

Table 1 Includes the Programs with the 20 lowest KPI Satisfaction rates. Bottom 10 are indicated in bold.

PROGRAM Name and Code	KPI	Usefulness for Future Career	Learning Experiences – Program Quality	Quality of Facilities/ Resources	Quality of Services	Responses
5366 Environmental Science Technician	60%	67%	56%	63%	56%	108
2011 International Business Co-op	60%	72%	60%	57%	51%	260
5120 Electronics Engineering Technology	60%	73%	62%	57%	47%	628
6010 Animation – Classical	59%	78%	65%	47%	47%	1,832
5300 Electronics – Engineering Technology Co-op	59%	78%	57%	54%	47%	404
6121 Computer Animation – Tech Dir	58%	78%	67%	56%	33%	36
5620 Architectural Technician Co-op	58%	100%	67%	33%	33%	24
2830 Business Admin – Marketing	58%	76%	60%	49%	47%	1,472
3410 Telecommunications Management	58%	74%	59%	47%	50%	280
6131 Bachelor of Design Hon Deg	57%	71%	43%	57%	57%	28
5112 Electromechanical Eng Technology Co-op	**56%**	**70%**	**55%**	**56%**	**46%**	**264**
5500 Mechanical Eng Techy Des Dr	**56%**	**75%**	**60%**	**45%**	**44%**	**376**
1004 Court and Tribunal Agent	**55%**	**69%**	**64%**	**42%**	**47%**	**736**
2150 Business – General	**53%**	**67%**	**46%**	**50%**	**47%**	**500**
1152 Social Service Worker – Gerontology DE	**51%**	**64%**	**50%**	**42%**	**46%**	**200**
5113 Quality Assurance Mfg & Mgt Co-op	**50%**	**74%**	**58%**	**37%**	**32%**	**76**
2019 Corporate Communications Co-op	**47%**	**75%**	**59%**	**31%**	**22%**	**204**
13MO Law & Security Administration – Loss	**46%**	**61%**	**62%**	**31%**	**32%**	**336**
2016 Marketing Management Co-op	**46%**	**66%**	**49%**	**32%**	**38%**	**188**
2280 Business- Retailing	**42%**	**37%**	**37%**	**53%**	**42%**	**76**
2014 International Business	**20%**	**40%**	**0%**	**40%**	**0%**	**20**
BOTTOM 10 PROGRAMS (1999-2002)	51%	63%	51%	38%	35%	2,712
COLLEGE (1999-2002)	68%	82%	73%	60%	59%	87,876

APPENDIX 13 – Bottom Programs (2002)

Table 2 Includes the Programs with the 20 lowest KPI Satisfaction rates. Bottom 10 Programs are indicated in bold. (Ranked high-to-low by College KPI)

PROGRAM Name and Code	KPI	Usefulness for Future Career	Learning Experiences – Program Quality	Quality of Facilities/ Resources	Quality of Services	Responses in KPI
3265 Computer Science Ty DE Co-op	61%	86%	71%	43%	43%	28
6210 Applied Photography	61%	88%	79%	35%	42%	392
5460 Chemical Engineering Technology	60%	88%	47%	53%	53%	68
2340 Business Admin – Accounting Co-op	60%	89%	69%	43%	39%	396
2520 Business Admin – Marketing Co-op	60%	81%	66%	45%	49%	268
1916 Pharmacy Technician Co-op	60%	88%	68%	45%	40%	160
A060 Business – Finance	59%	76%	55%	49%	59%	212
3220 Computer Programmer	59%	61%	57%	63%	56%	388
6010 Animation – Classical	58%	76%	64%	48%	43%	628
6131 Bachelor of Design Hon Deg	57%	71%	43%	57%	57%	28
13A0 General Arts & Science	**55%**	**51%**	**61%**	**54%**	**56%**	**444**
5500 Mechanical Eng Techy Des Dr	**55%**	**73%**	**60%**	**47%**	**40%**	**60**
2830 Business Admin – Marketing	**55%**	**84%**	**56%**	**40%**	**41%**	**344**
5112 Electromechanical Eng Technology Co-op	**54%**	**68%**	**55%**	**55%**	**38%**	**160**
5550 Mech Eng Techy Des Dr Co-op	**52%**	**65%**	**55%**	**42%**	**43%**	**240**
2011 International Business Co-op	**50%**	**64%**	**48%**	**44%**	**44%**	**100**
13M1 Law & Sec Administration – Private Security	**50%**	**63%**	**54%**	**46%**	**36%**	**336**
2019 Corporate Communications Co-op	**49%**	**69%**	**50%**	**50%**	**25%**	**64**
2016 Marketing Management Co-op	**47%**	**67%**	**50%**	**33%**	**36%**	**144**
2150 Business – General	**45%**	**58%**	**29%**	**45%**	**48%**	**124**
1152 Social Service Worker – Gerontology DE	**38%**	**50%**	**43%**	**29%**	**29%**	**56**
BOTTOM 10 PROGRAMS (2002)	51%	59%	50%	37%	37%	1,628
COLLEGE (2002)	68%	80%	72%	61%	59%	24,168

APPENDIX 13 – Corresponding MCU Values for Bottom Programs (2002)

Table 3 This table includes the KPI and Capstone values for the MCU Provincial Programs that correspond to the College Programs with the 20 lowest KPI Satisfaction rates. These Programs are arranged in the same order as they appear in Table 2. The College's Bottom 10 are indicated in bold.

PROGRAM Name and Code	KPI	Usefulness for Future Career	Learning Experiences – Program Quality	Quality of Facilities/ Resources	Quality of Services	Responses
60505 Computer Systems Technology	64%	73%	63%	63%	59%	1,294
51831 Photography	71%	91%	83%	53%	55%	352
61301 Chemical Engineering Technology	79%	93%	87%	68%	68%	372
60100 Business Admin – Accounting	74%	86%	77%	69%	66%	1,868
62900 Business Admin – Marketing	73%	86%	77%	65%	62%	1,503
51623 Pharmacy Technician	77%	90%	81%	70%	66%	181
50100 Business – Accounting	73%	83%	73%	69%	66%	1,115
50503 Computer Programmer	66%	74%	64%	64%	61%	949
61901 Animation	60%	79%	68%	48%	45%	213
61820 Graphic Design	76%	87%	80%	68%	67%	1,203
54701 General Arts & Science	**72%**	**73%**	**76%**	**69%**	**68%**	**1,629**
61007 Mechanical Engineering Technology*	**69%**	**80%**	**71%**	**64%**	**61%**	**1,135**
62900 Business Admin – Marketing	**73%**	**86%**	**77%**	**65%**	**62%**	**1,503**
61021 Electro-Mechanical Eng Technology	**68%**	**78%**	**65%**	**65%**	**63%**	**211**
70202 International Business Management	**56%**	**64%**	**54%**	**53%**	**51%**	**92**
53007 Law & Security Administration	**77%**	**86%**	**80%**	**71%**	**70%**	**1,083**
70243 Public Relations	**76%**	**92%**	**85%**	**64%**	**63%**	**157**
72900 Marketing Management	**52%**	**70%**	**57%**	**42%**	**39%**	**84**
50200 Business	**72%**	**79%**	**73%**	**70%**	**65%**	**1,130**
50721 Social Service Worker	**80%**	**92%**	**85%**	**71%**	**73%**	**1,642**

*This MCU Code refers to *5500 Mechanical Eng Techy Des Dr* and *5550 Mech Eng Techy Des Dr Co-op*

APPENDIX 14 – Program – Semester Differences

All of the College's Programs were analyzed by semester to determine if there were significant differences in student satisfaction ratings of the KPI and Capstone questions between semesters. (At the College level, it was found a higher proportion of students in Semester 2 were satisfied than those in Semesters 3 and 4, and the smallest proportion of satisfied students was in semesters 5 and above.)

A list of Programs is displayed below where substantial differences (20% or greater) existed from semester to semester (only semester clusters with 10 or more students were included in this table).

Capstone Question14 "OVERALL, your Program is giving you knowledge and skills that will be useful in your future career."

Capstone Question 26 "The OVERALL quality of the learning experiences in this Program."

Capstone Question 44 "The OVERALL quality of facilities/resources in the College."

Capstone Question 45 "The OVERALL quality of the services in the College."

PROGRAM (Semester)	KPI Satisfaction	Q14	Q26	Q44	Q45	Responses
1001 Community Outreach & Develop (2)	82%	86%	86%	86%	71%	56
1001 Community Outreach & Develop (3 & 4)	50%	70%	40%	50%	40%	40
1005 Security System Implementation & Design (2)	88%	100%	89%	83%	78%	72
1005 Security System Implementation & Design (3 & 4)	57%	67%	60%	53%	47%	60
1150 Social Service Worker (2)	76%	80%	75%	76%	71%	304
1150 Social Service Worker (3 & 4)	76%	91%	89%	64%	61%	176
13A0 General Arts & Science (2)	56%	53%	63%	53%	55%	292
13A0 General Arts & Science (3 & 4)	48%	39%	52%	48%	52%	124
1911 Sports Injury Management (2)	66%	100%	97%	35%	35%	116
1911 Sports Injury Management (3 & 4)	70%	100%	100%	36%	44%	100
2170 Business – Marketing (2)	70%	75%	64%	71%	68%	112
2170 Business – Marketing (3 & 4)	66%	84%	70%	56%	55%	508
2741 Journalism – Print (2)	82%	96%	89%	70%	70%	108
2741 Journalism – Print (3 & 4)	50%	72%	56%	39%	33%	72

APPENDIX 14 – Program – Semester Differences

PROGRAM (Semester)	KPI Satisfaction	Q14	Q26	Q44	Q45	Responses
2830 Business Admin – Marketing (2)	54%	83%	68%	33%	33%	48
2830 Business Admin – Marketing (3 & 4)	75%	100%	68%	67%	67%	12
2830 Business Admin – Marketing (5+)	54%	83%	54%	39%	41%	284
2835 Advertising (2)	76%	83%	75%	77%	70%	324
2835 Advertising (3 &4)	75%	78%	71%	49%	48%	236
2840 Tourism & Travel (2)	66%	76%	68%	64%	58%	288
2840 Tourism & Travel (3 & 4)	70%	82%	74%	65%	59%	136
2843 Cosmetic Techniques & Mgmt (2)	73%	83%	83%	62%	62%	168
2843 Cosmetic Techniques & Mgmt (3 & 4)	79%	91%	81%	81%	62%	84
4090 Crafts & Design – Ceramics (2)	86%	100%	86%	79%	79%	56
4090 Crafts & Design – Ceramics (3 & 4)	50%	75%	75%	25%	25%	16
4090 Crafts & Design – Ceramics (5)	93%	100%	100%	90%	80%	40
4210 Crafts & Design – Furniture (2)	75%	92%	100%	42%	67%	48
4210 Crafts & Design – Furniture (3 & 4)	60%	100%	100%	20%	20%	20
4210 Crafts & Design – Furniture (5+)	44%	50%	75%	38%	13%	32
4270 Crafts & Design – Glass (2)	73%	94%	88%	63%	50%	64
4270 Crafts & Design – Glass (3 & 4)	50%	86%	71%	29%	14%	28
4270 Crafts & Design – Glass (5+)	81%	77%	100%	62%	85%	52
5012 Electromechanical Eng Technology (2)	67%	100%	67%	67%	33%	12
5012 Electromechanical Eng Technology (5+)	64%	78%	56%	56%	67%	36
5100 Mechanical Engineering Techy (3 & 4)	100%	100%	100%	100%	100%	12
5100 Mechanical Engineering Techy (5+)	75%	88%	63%	88%	63%	32

APPENDIX 14 – Program – Semester Differences

PROGRAM (Semester)	KPI Satisfaction	Q14	Q26	Q44	Q45	Responses
5120 Electronics Engineering Technology (3 & 4)	50%	69%	44%	44%	44%	64
5120 Electronics Engineering Technology (5+)	74%	82%	82%	74%	59%	108
5170 Electronics Engineering Technician (2)	73%	86%	66%	72%	68%	200
5170 Electronics Engineering Technician (3 & 4)	94%	100%	75%	100%	100%	16
5200 Architectural Technology Co-op (2)	95%	100%	100%	88%	92%	96
5200 Architectural Technology Co-op (3 & 4)	71%	97%	78%	53%	56%	128
5200 Architectural Technology Co-op (5+)	64%	96%	77%	36%	46%	88
5361 Telecommunications Technology Co-op (2)	59%	71%	57%	60%	46%	140
5361 Telecommunications Technology Co-op (3 & 4)	77%	87%	87%	67%	67%	60
5361 Telecommunications Technology Co-op (5+)	82%	93%	85%	70%	78%	108
5460 Chemical Engineering Technology (2)	55%	82%	55%	36%	46%	44
5460 Chemical Engineering Technology (3 & 4)	65%	100%	20%	80%	60%	20
5500 Mechanical Eng Techy Des Dr (2)	50%	71%	57%	29%	43%	28
5500 Mechanical Eng Techy Des Dr (5+)	54%	71%	57%	57%	29%	28
5550 Mech Eng Techy Des Dr Co-op (2)	64%	78%	61%	67%	50%	72
5550 Mech Eng Techy Des Dr Co-op (3 & 4)	49%	58%	54%	35%	50%	104
5550 Mech Eng Techy Des Dr Co-op (5+)	41%	63%	50%	25%	25%	64
5750 Chemical Eng Technology Co-op (3 & 4)	81%	88%	100%	63%	75%	32
5750 Chemical Eng Technology Co-op (5+)	88%	100%	100%	70%	80%	40

5750 Chemical Eng Technology Co-op (3 & 4)	81%	88%	100%	63%	75%	32
5750 Chemical Eng Technology Co-op (5+)	88%	100%	100%	70%	80%	40

APPENDIX 14 – Program – Semester Differences

PROGRAM (Semester)	KPI Satisfaction	Q14	Q26	Q44	Q45	Responses
5750 Chemical Eng Technology Co-op (3 & 4)	81%	88%	100%	63%	75%	32
5750 Chemical Eng Technology Co-op (5+)	88%	100%	100%	70%	80%	40
5821 Chem Eng Techy Env Co-op (2)	75%	100%	100%	60%	40%	20
5821 Chem Eng Techy Env Co-op (5+)	75%	100%	100%	50%	50%	16
6010 Animation – Classical (2)	65%	85%	73%	54%	47%	344
6010 Animation – Classical (3 & 4)	38%	61%	40%	24%	26%	152
6010 Animation – Classical (5+)	64%	73%	70%	64%	52%	132
6091 Illustration – Interpretive (2)	67%	75%	77%	56%	58%	228
6091 Illustration – Interpretive (3 & 4)	58%	73%	63%	53%	40%	120
6091 Illustration – Interpretive (5+)	80%	97%	91%	70%	64%	132
6180 GAS – Interdisciplinary Arts (2)	78%	56%	89%	78%	89%	36
6180 GAS – Interdisciplinary Arts (3 & 4)	55%	43%	64%	57%	57%	56
6191 Illustration – Tech & Scien (2)	71%	83%	88%	58%	54%	96
6191 Illustration – Tech & Scien (3 & 4)	60%	75%	71%	54%	42%	96
6191 Illustration – Tech & Scien (5+)	55%	82%	64%	27%	46%	44
6700 Media Arts (2)	74%	88%	81%	67%	60%	192
6700 Media Arts (3 & 4)	58%	65%	57%	52%	58%	248
A060 Business – Finance (2)	42%	50%	17%	50%	50%	24
A060 Business – Finance (3 & 4)	61%	77%	56%	51%	58%	172
A060 Business – Finance (5+)	75%	100%	100%	25%	75%	16
A120 Business Admin – Human Resources (2)	68%	85%	70%	45%	70%	80
A120 Business Admin - – Human Resources (3 & 4)	63%	84%	50%	50%	69%	128
A210 Business Admin – Finance (2)	55%	80%	60%	40%	40%	20
A210 Business Admin – Finance (3 & 4)	40%	58%	42%	25%	33%	48
A210 Business Admin – Finance (5+)	67%	83%	75%	54%	54%	236

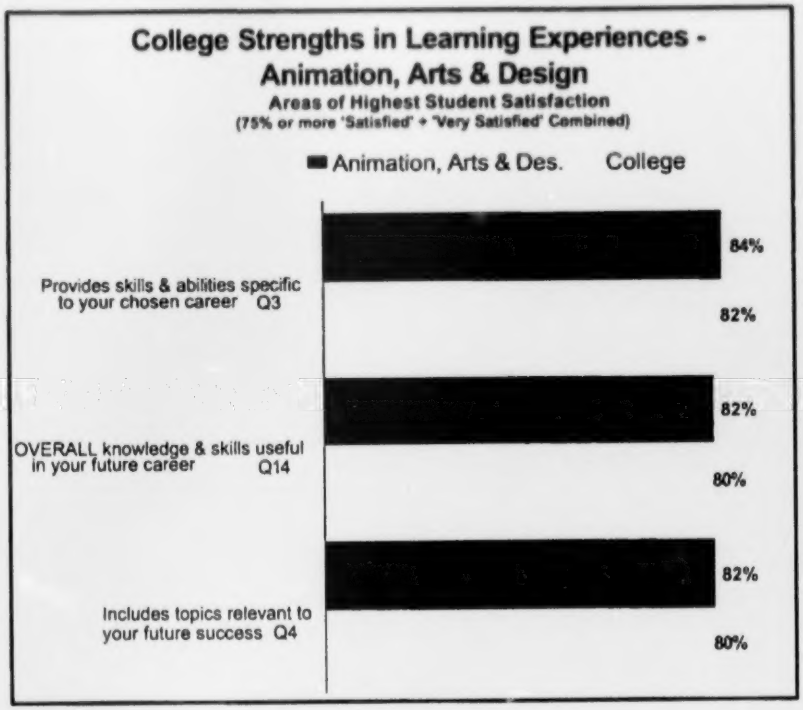
APPENDIX 14 – Program – Semester Differences

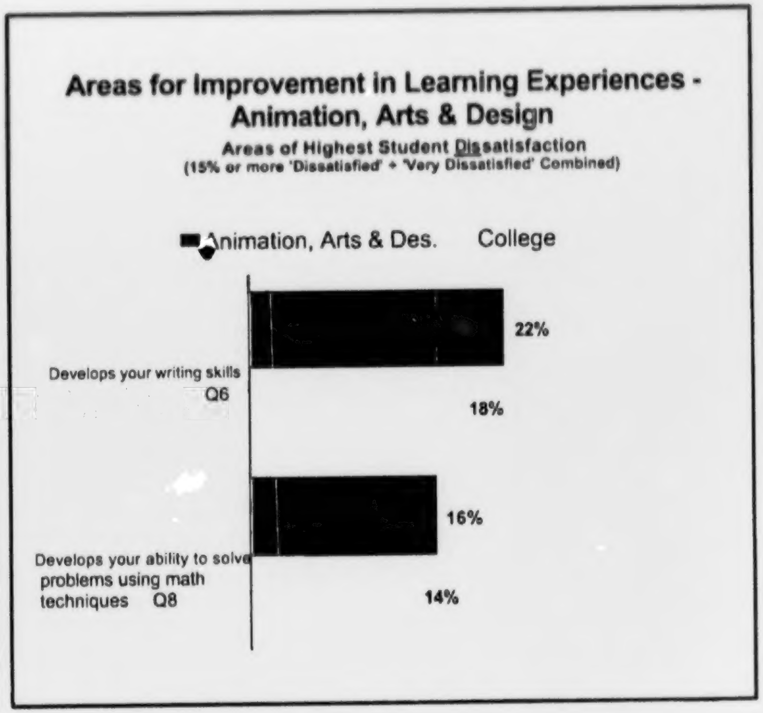
PROGRAM (Semester)	KPI Satisfaction	Q14	Q26	Q44	Q45	Responses
A220 Business Admin – Human Resources Mgt (2)	83%	67%	67%	100%	100%	12
A220 Business Admin – Human Resources Mgt (3 & 4)	56%	77%	47%	47%	53%	68
A220 Business Admin – Human Resources Mgt (5+)	63%	80%	72%	50%	47%	304

E130 Computer Science Technology (2)	82%	82%	77%	88%	82%	68
E130 Computer Science Technology (5+)	8%	33%	0%	0%	0%	12

APPENDIX 15 – Animation, Arts & Design - Strengths & Areas for Improvement

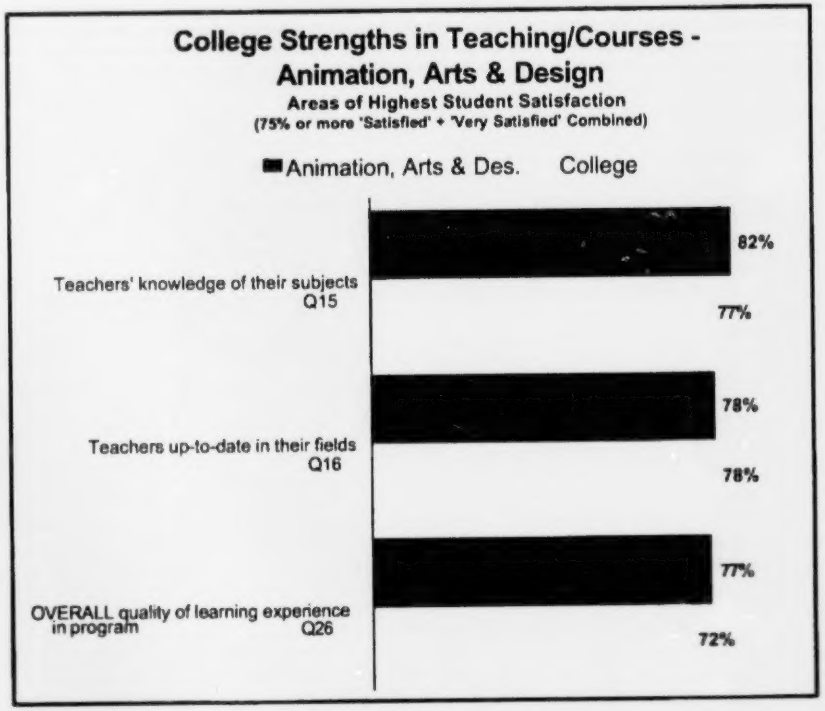
Chart 1 & 2: Strengths and Areas for Improvement in learning experiences

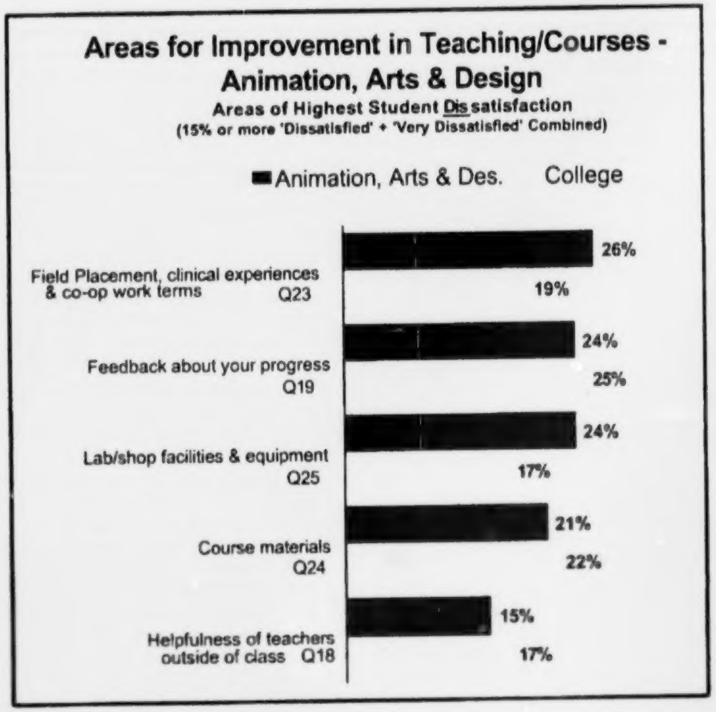




APPENDIX 15 – Animation, Arts & Design - Strengths & Areas for Improvement

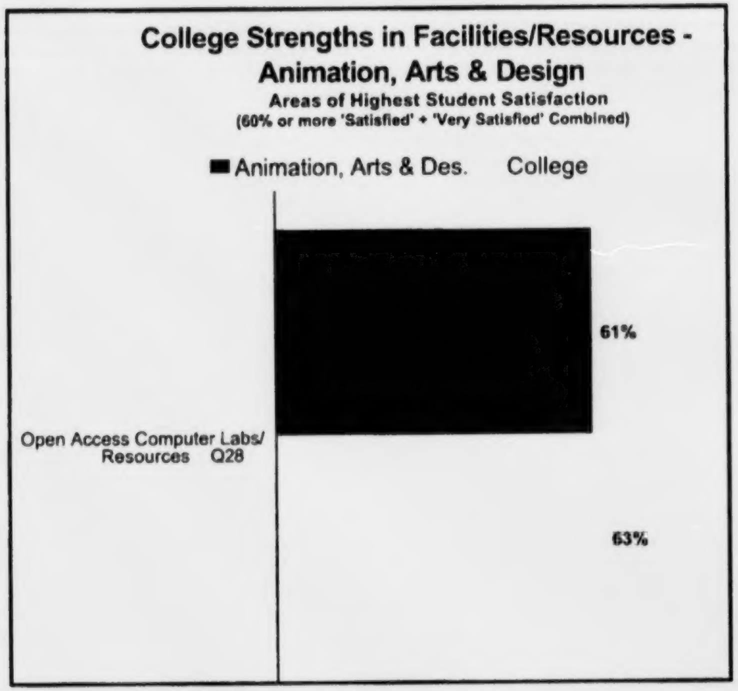
Chart 3 & 4: Strengths and Areas for Improvement in teaching/courses





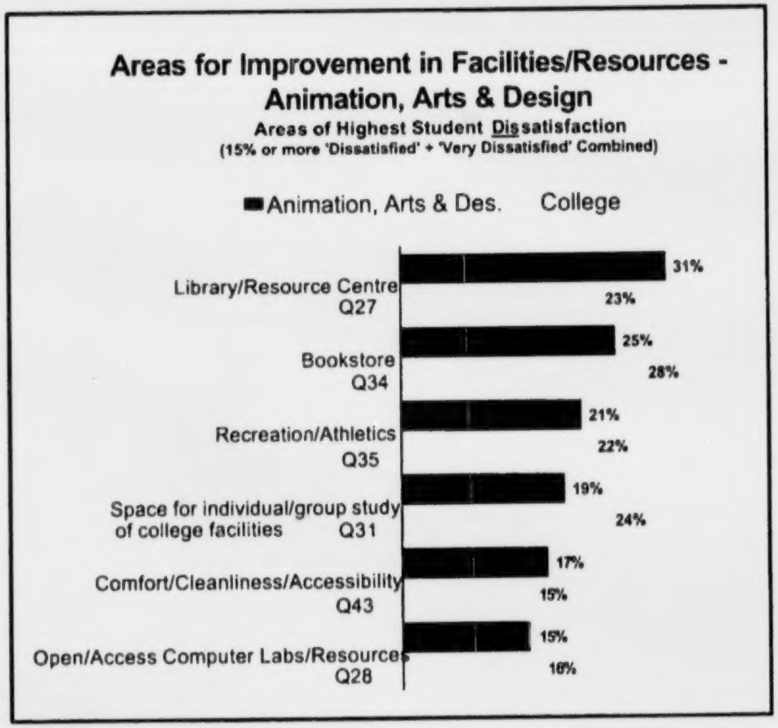
APPENDIX 15 – Animation, Arts & Design - Strengths & Areas for Improvement

Chart 5 & 6: Strengths and Areas for Improvement in facilities/resources


College Strengths in Facilities/Resources - Animation, Arts & Design

Areas of Highest Student Satisfaction

(60% or more 'Satisfied' + 'Very Satisfied' Combined)

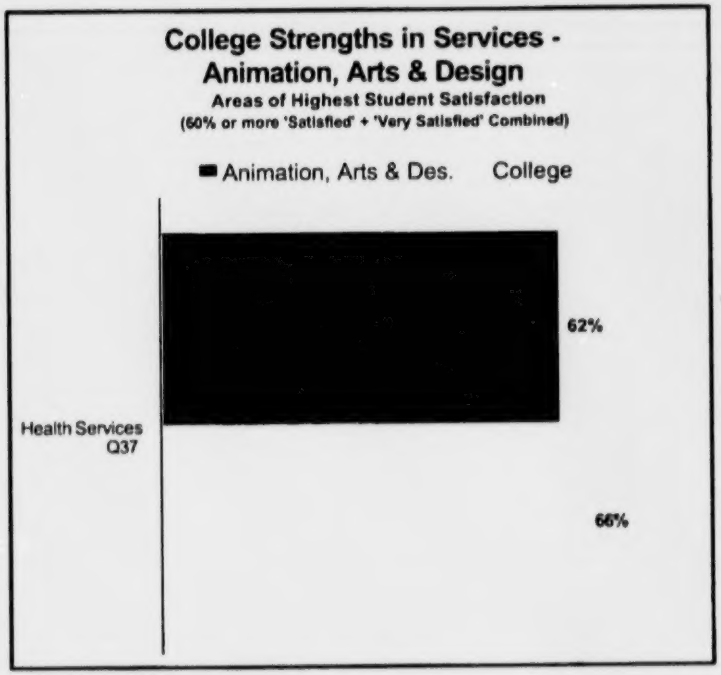

Areas for Improvement in Facilities/Resources - Animation, Arts & Design

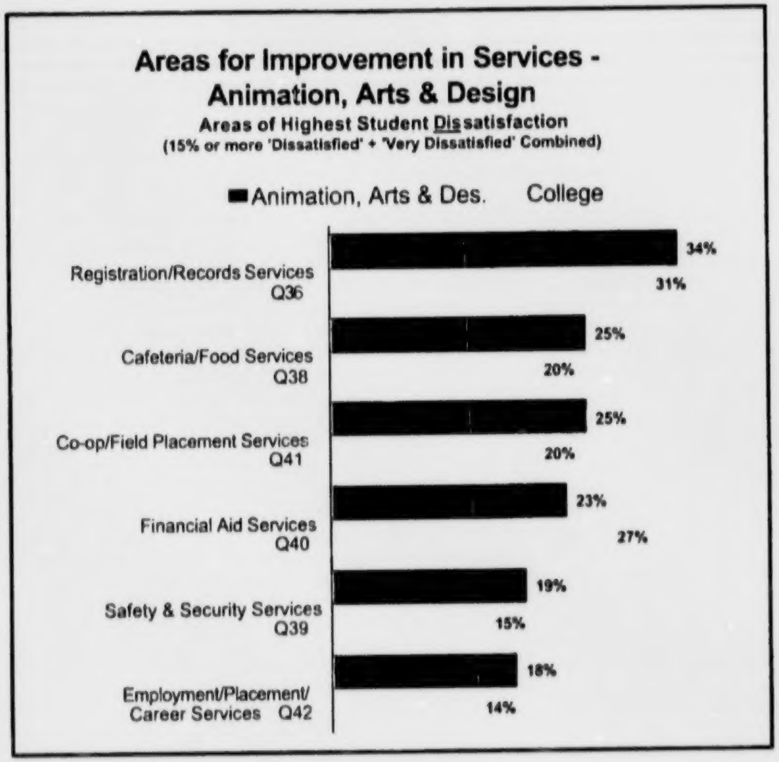
Areas of Highest Student Dissatisfaction

(15% or more 'Dissatisfied' + 'Very Dissatisfied' Combined)

APPENDIX 15 – Animation, Arts & Design - Strengths & Areas for Improvement

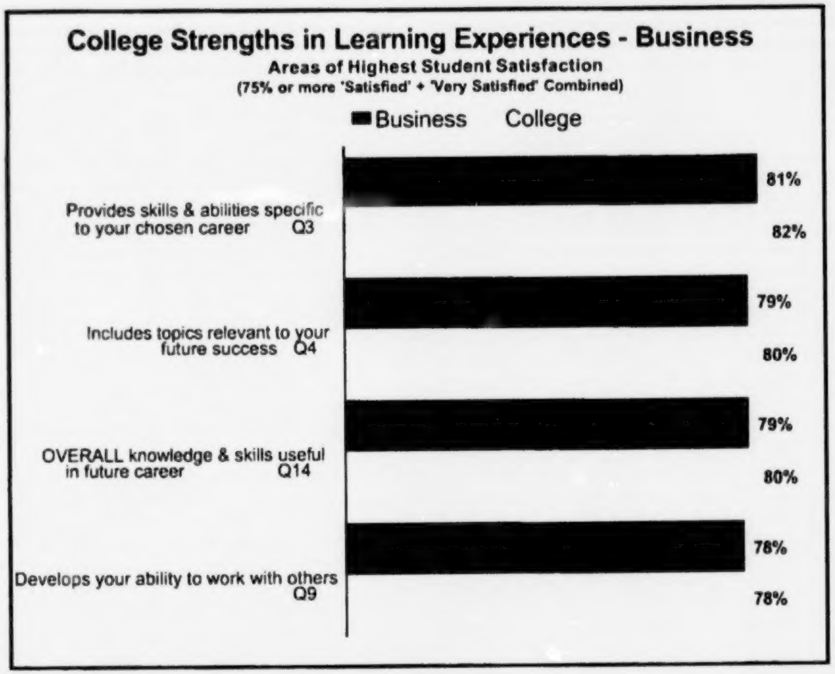
Chart 7 & 8: Strengths and Areas for Improvement in services

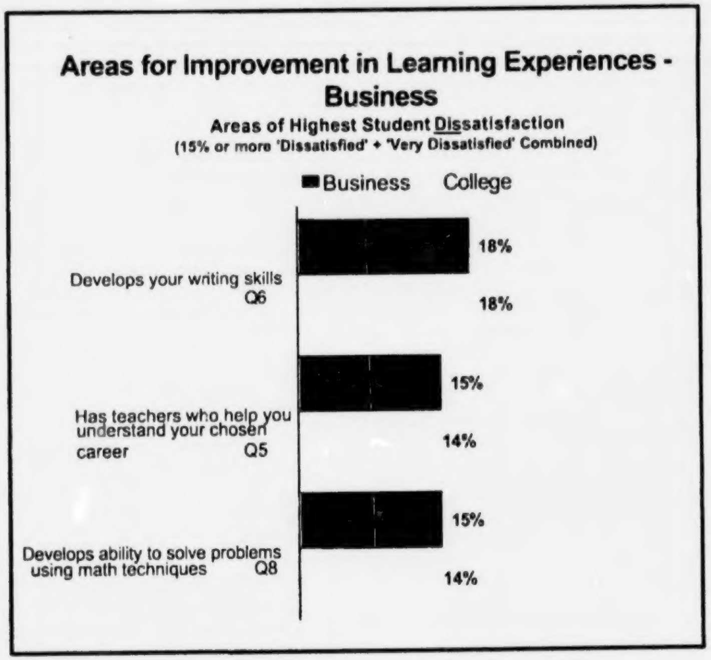




APPENDIX 16 – Business - Strengths & Areas for Improvement

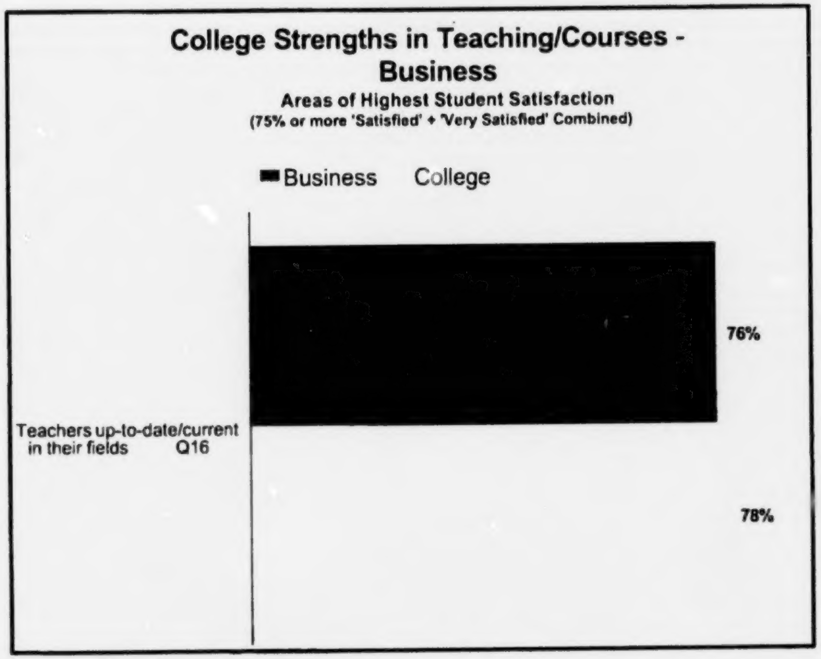
Chart 1 & 2: Strengths and Areas for Improvement in learning experiences





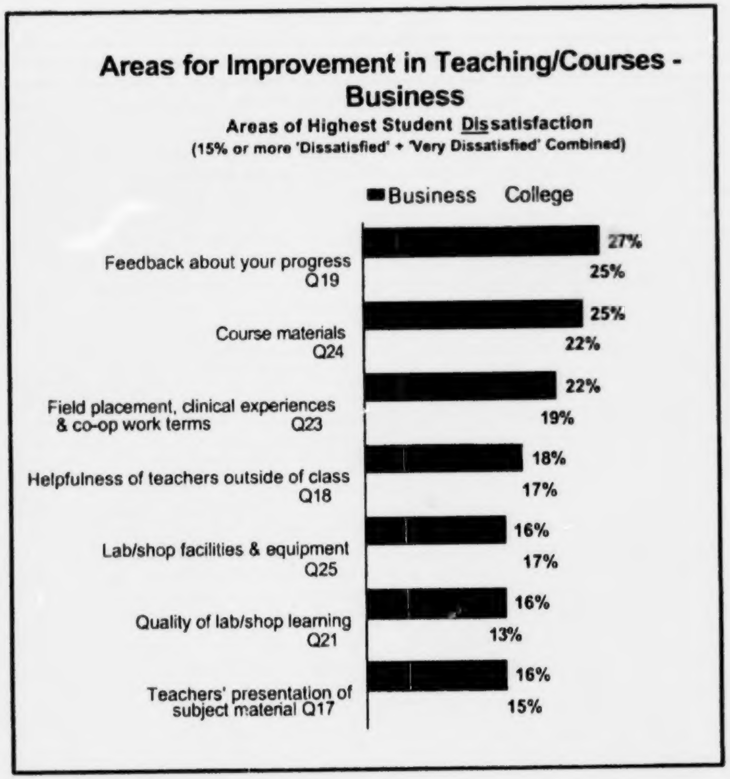
APPENDIX 16 – Business - Strengths & Areas for Improvement

Chart 3 & 4: Strengths and Areas for Improvement in teaching/courses


College Strengths in Teaching/Courses - Business

Areas of Highest Student Satisfaction

(75% or more 'Satisfied' + 'Very Satisfied' Combined)

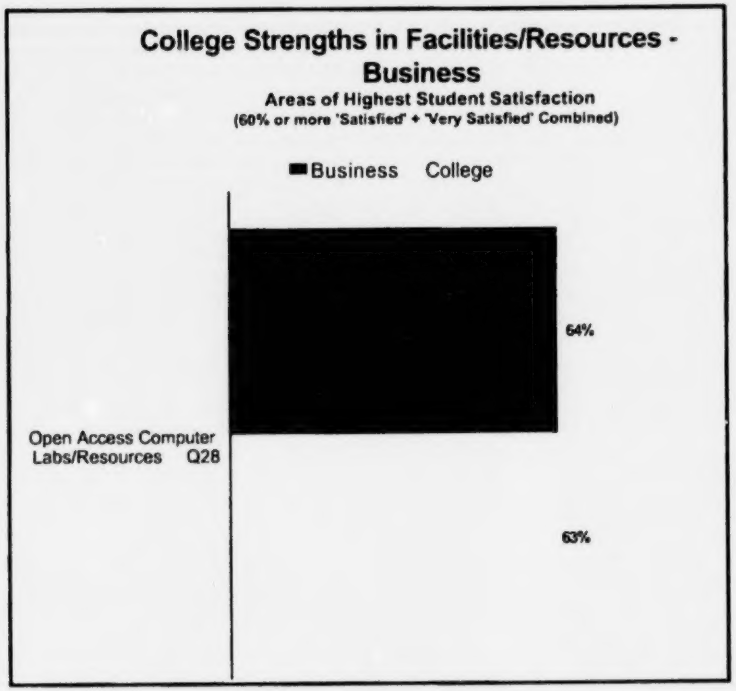

Areas for Improvement in Teaching/Courses - Business

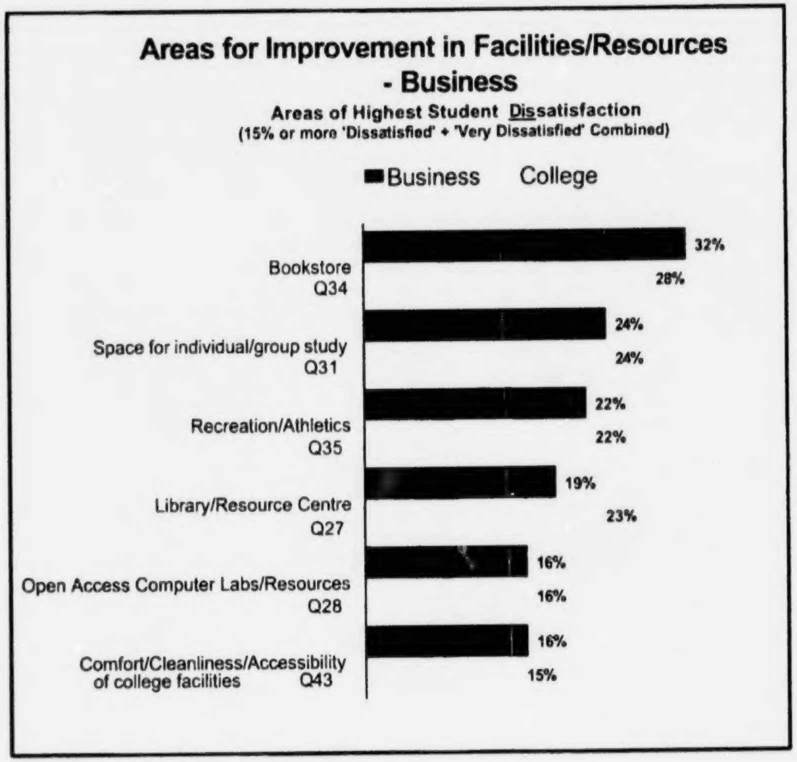
Areas of Highest Student Dissatisfaction

(15% or more 'Dissatisfied' + 'Very Dissatisfied' Combined)

APPENDIX 16 – Business - Strengths & Areas for Improvement

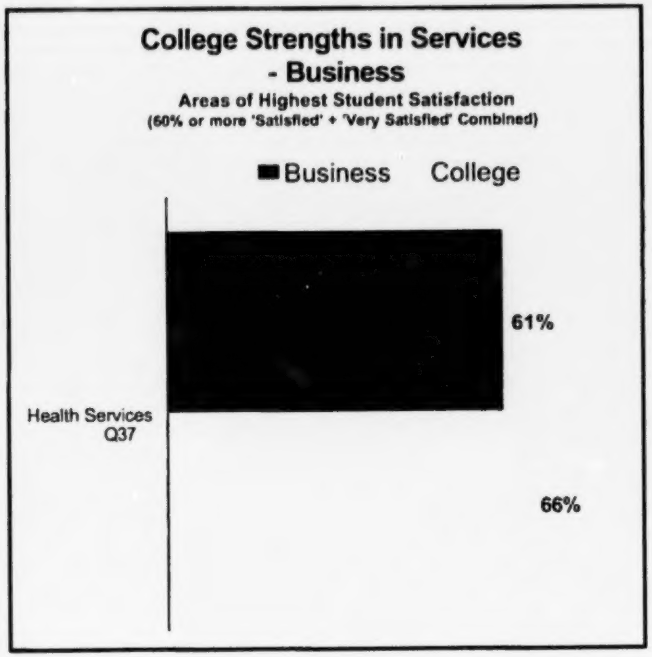
Chart 5 & 6: Strengths and Areas for Improvement in facilities/resources

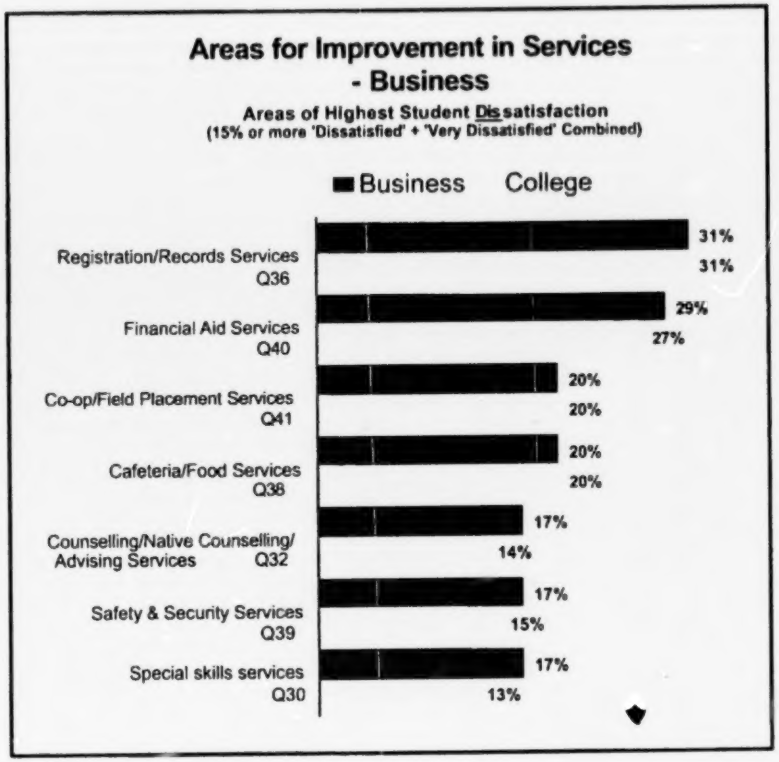




APPENDIX 16 – Business - Strengths & Areas for Improvement

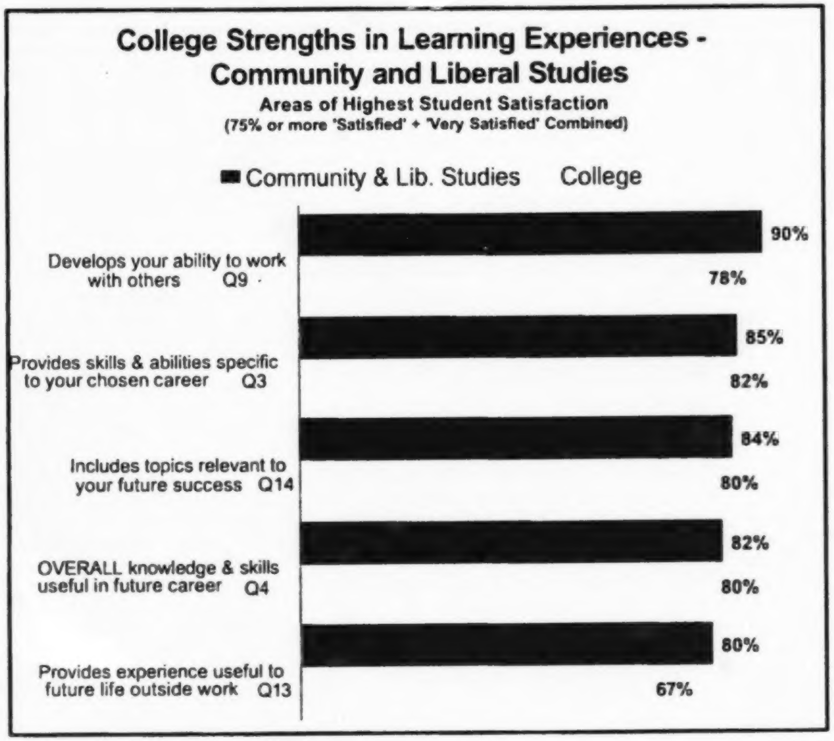
Chart 7 & 8: Strengths and Areas for Improvement in services

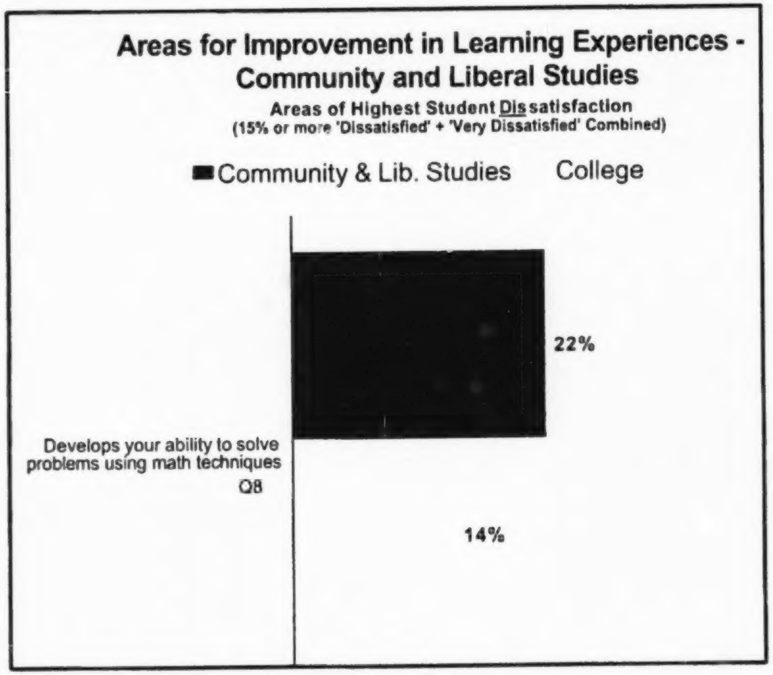




APPENDIX 17 – Community and Liberal Studies - Strengths & Areas for Improvement

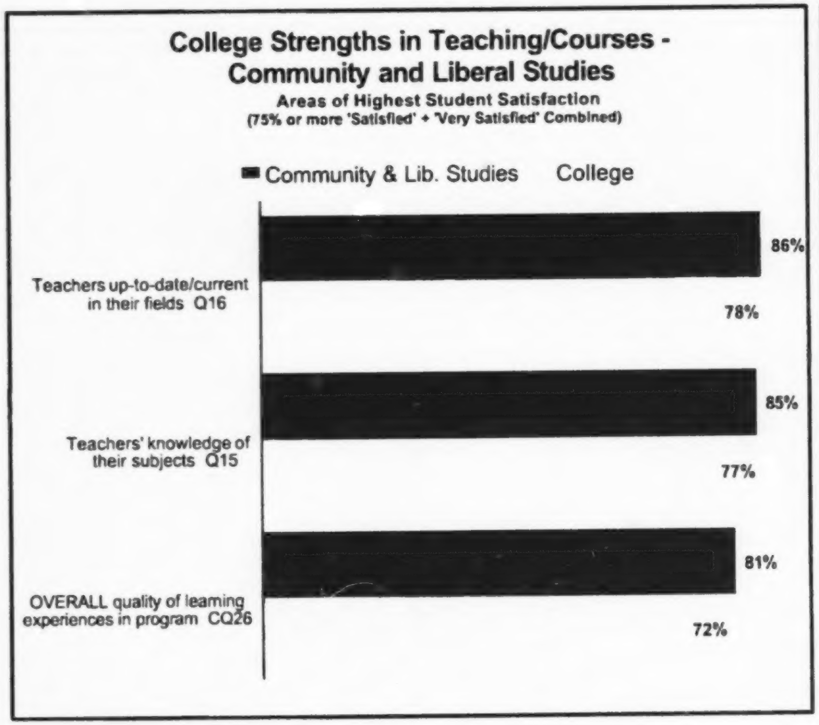
Chart 1 & 2: Strengths and Areas for Improvement in learning experiences

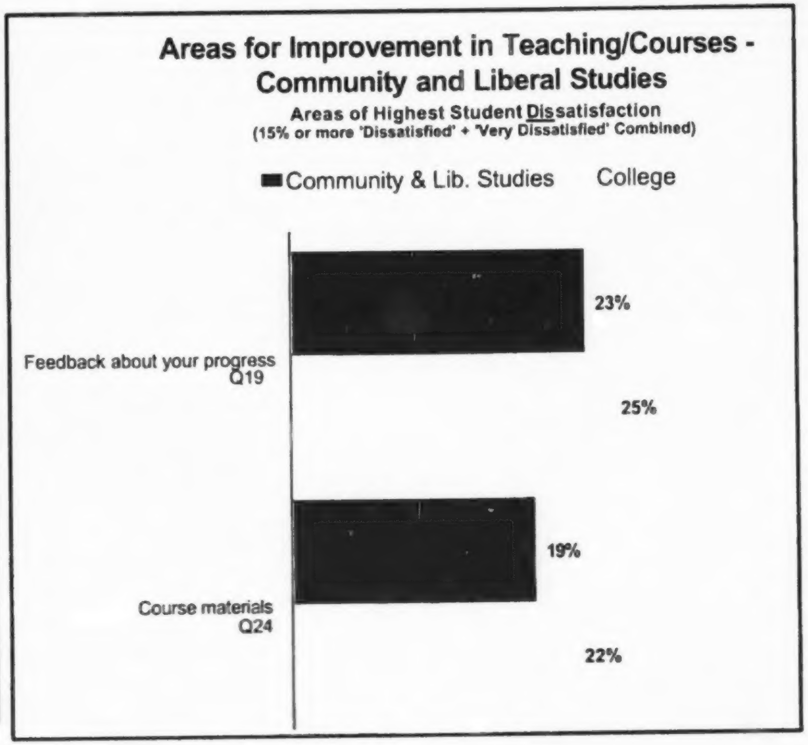




APPENDIX 17 – Community and Liberal Studies - Strengths & Areas for Improvement

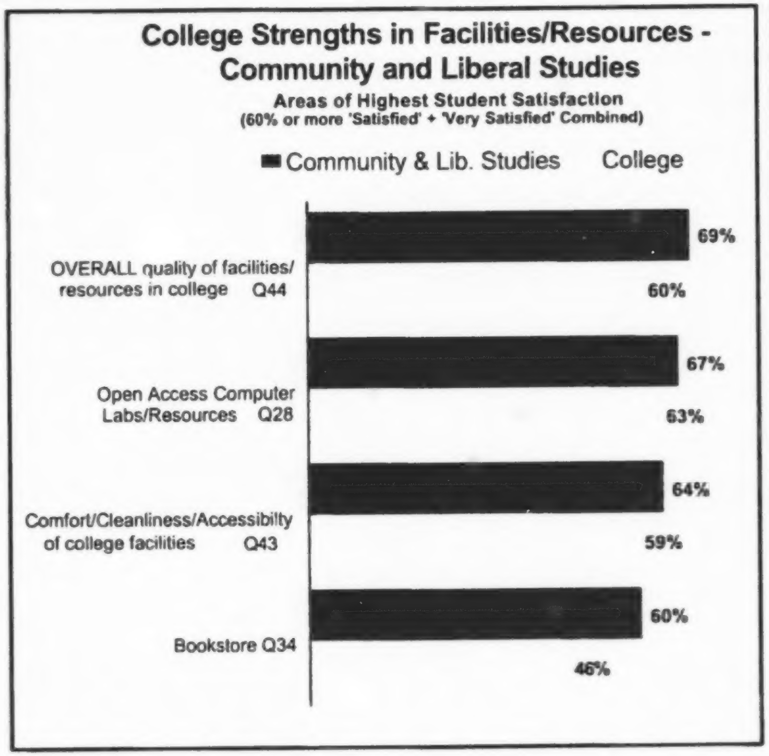
Chart 3 & 4: Strengths and Areas for Improvement in teaching/courses

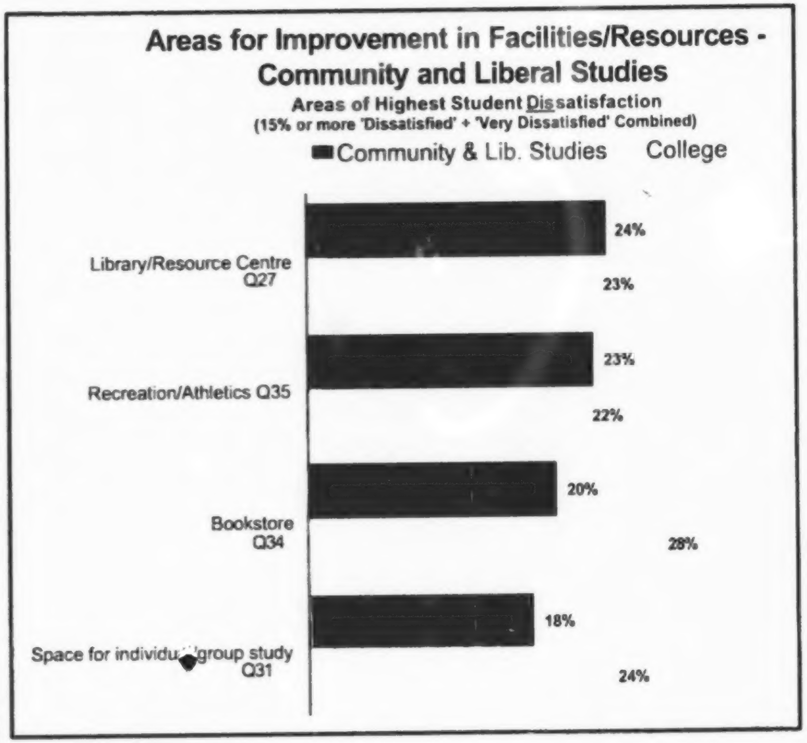




APPENDIX 17 – Community and Liberal Studies - Strengths & Areas for Improvement

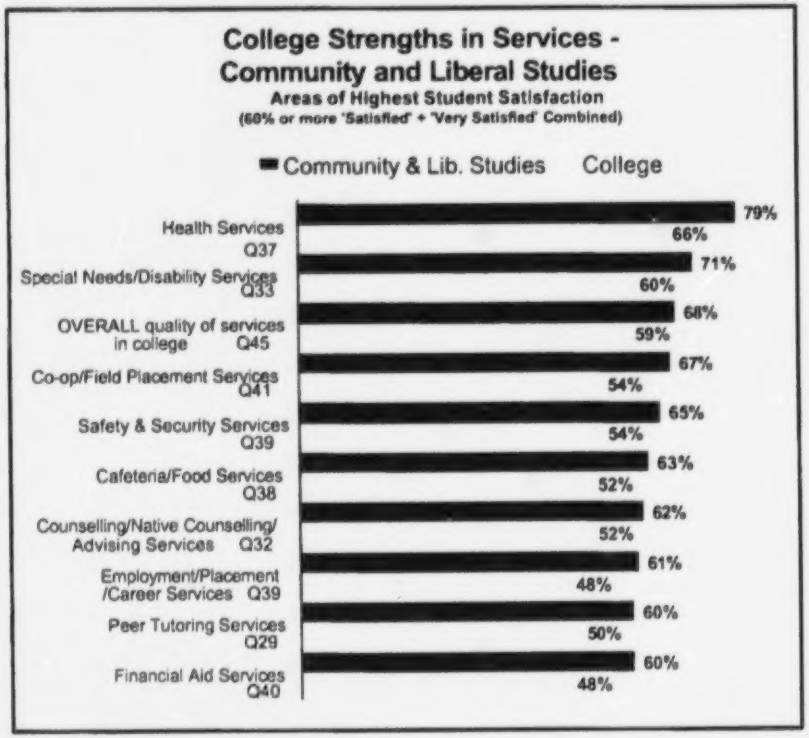
Chart 5 & 6: Strengths and Areas for Improvement in facilities/resources

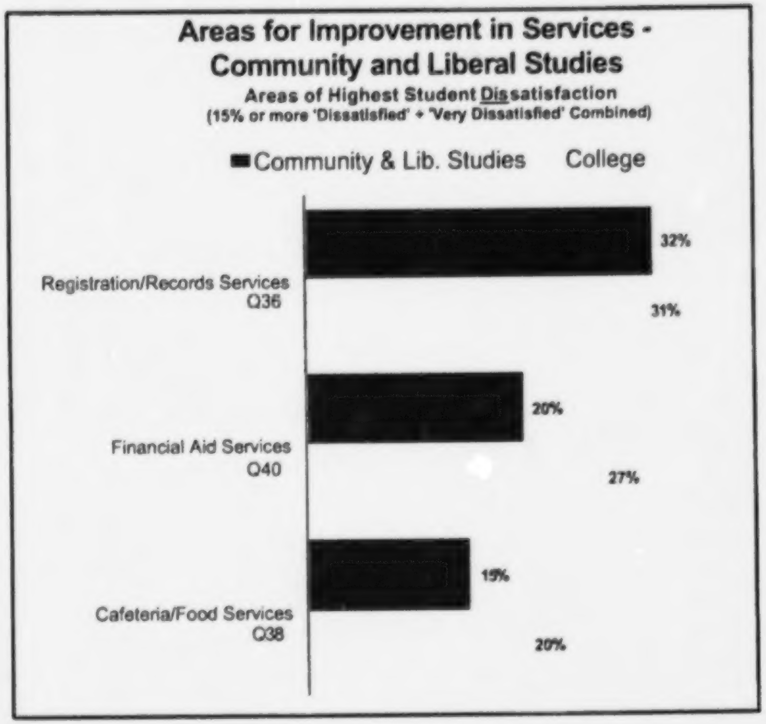




APPENDIX 17 – Community and Liberal Studies - Strengths & Areas for Improvement

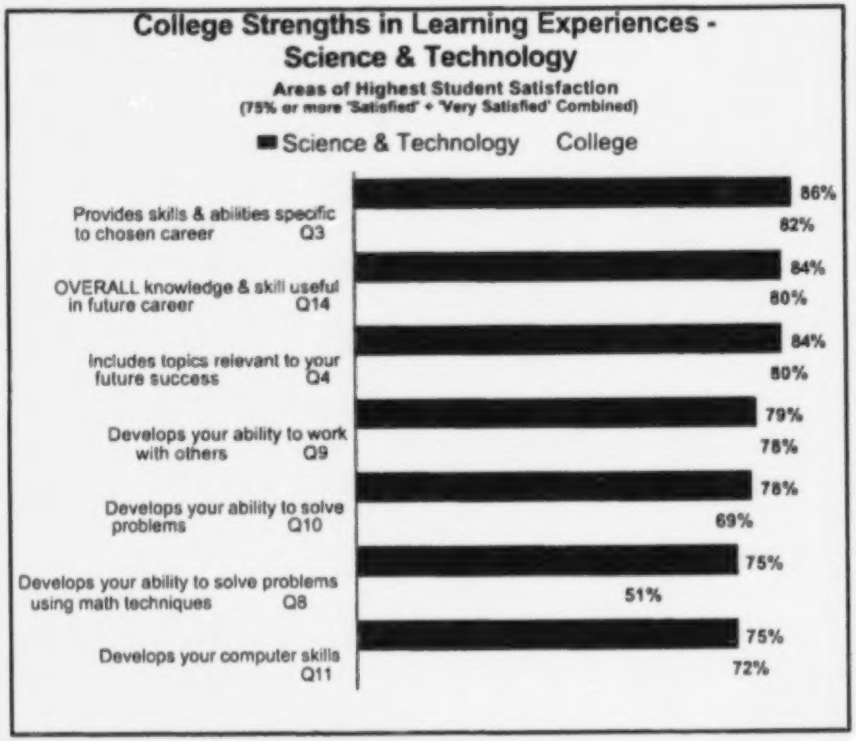
Chart 7 & 8: Strengths and Areas for Improvement in services

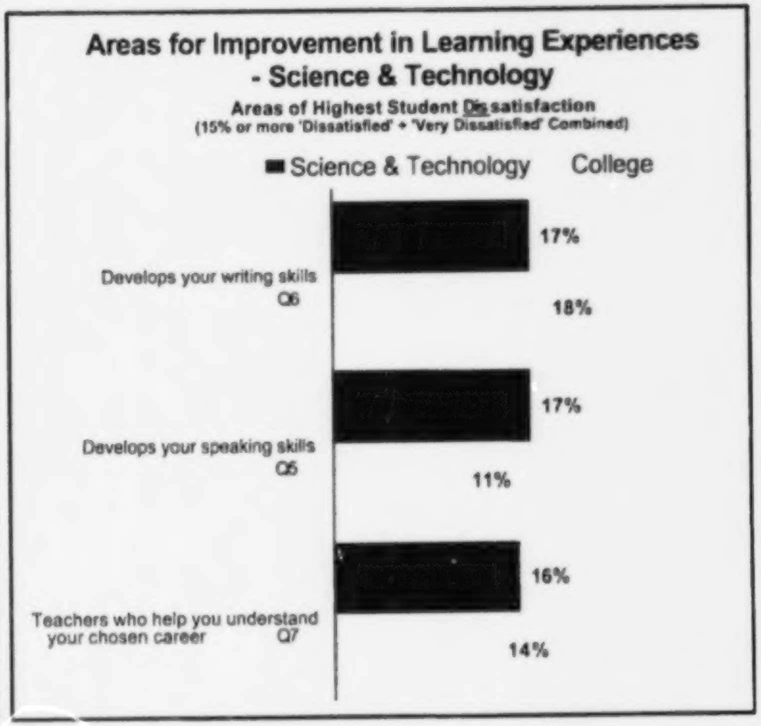




APPENDIX 18 – Science & Technology - Strengths & Areas for Improvement

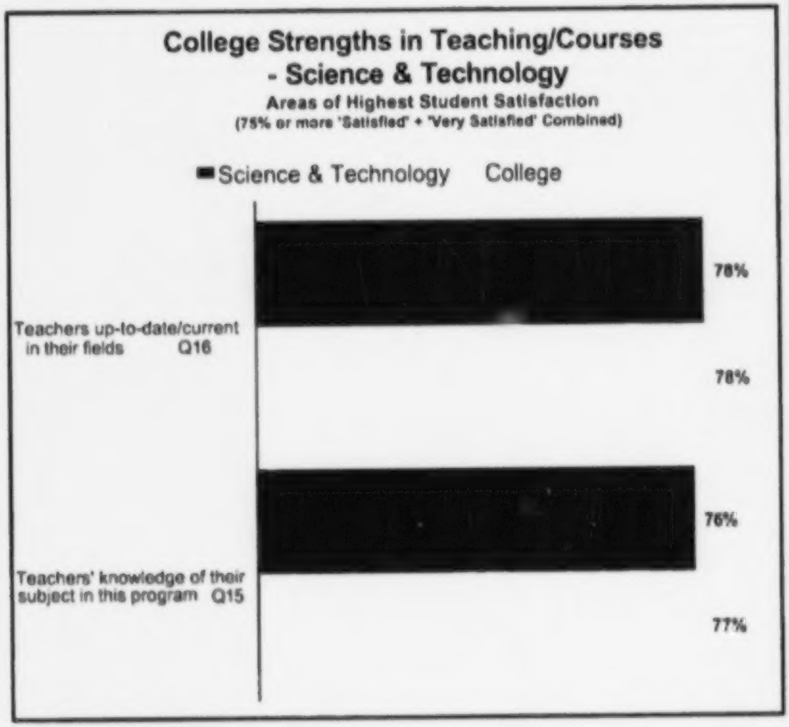
Chart 1 & 2: Strengths and Areas for Improvement in learning experiences

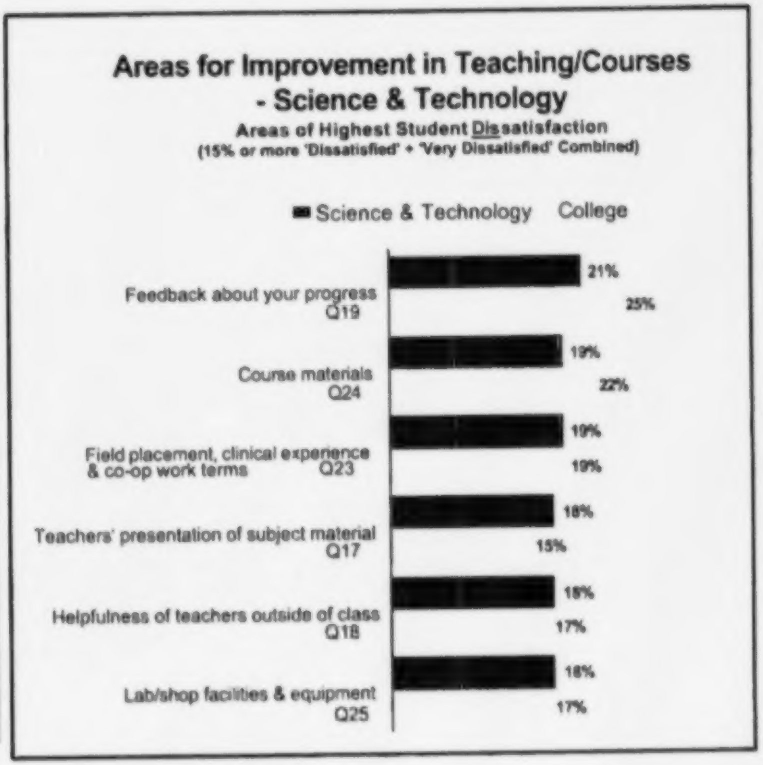




APPENDIX 18 – Science & Technology - Strengths & Areas for Improvement

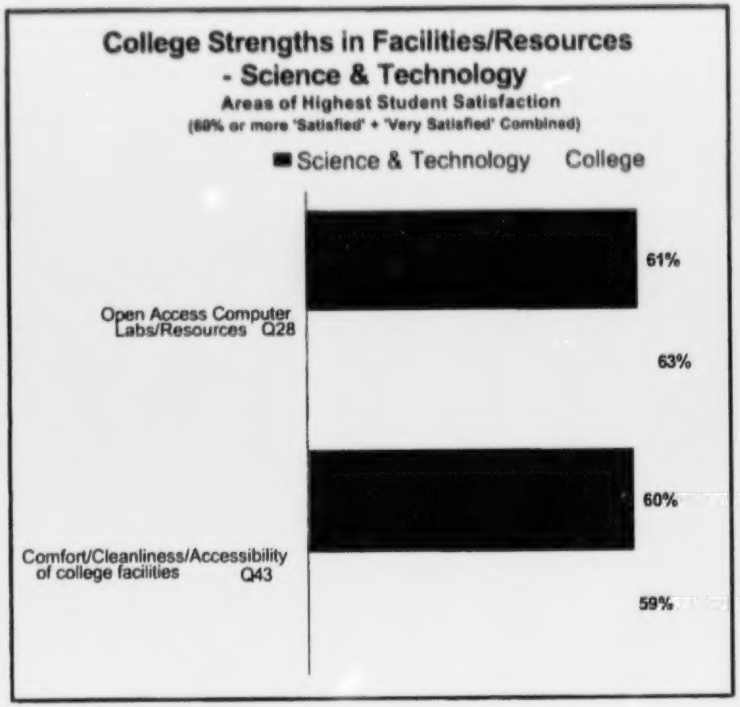
Chart 3 & 4: Strengths and Areas for Improvement in teaching/courses

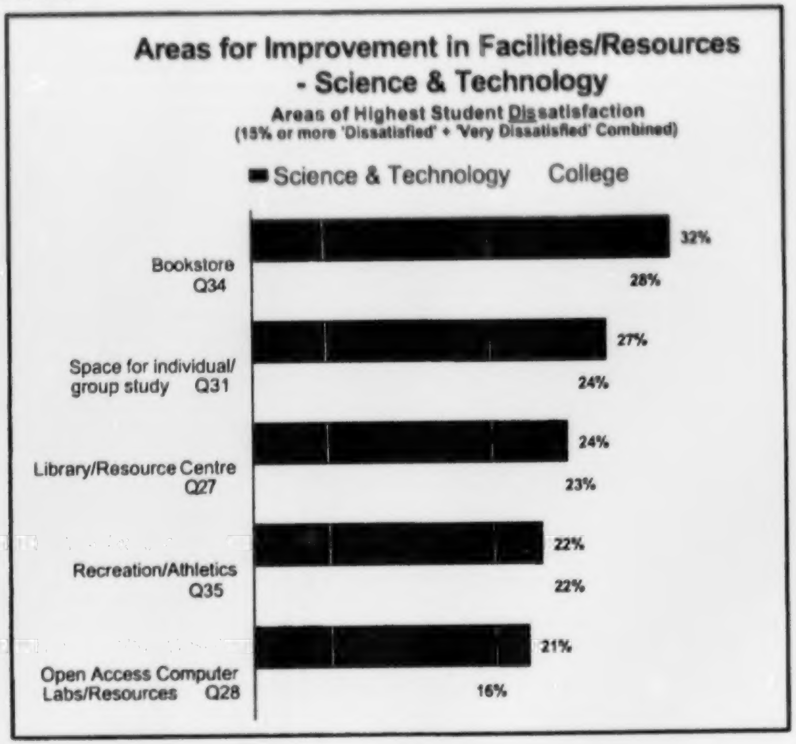




APPENDIX 18 – Science & Technology - Strengths & Areas for Improvement

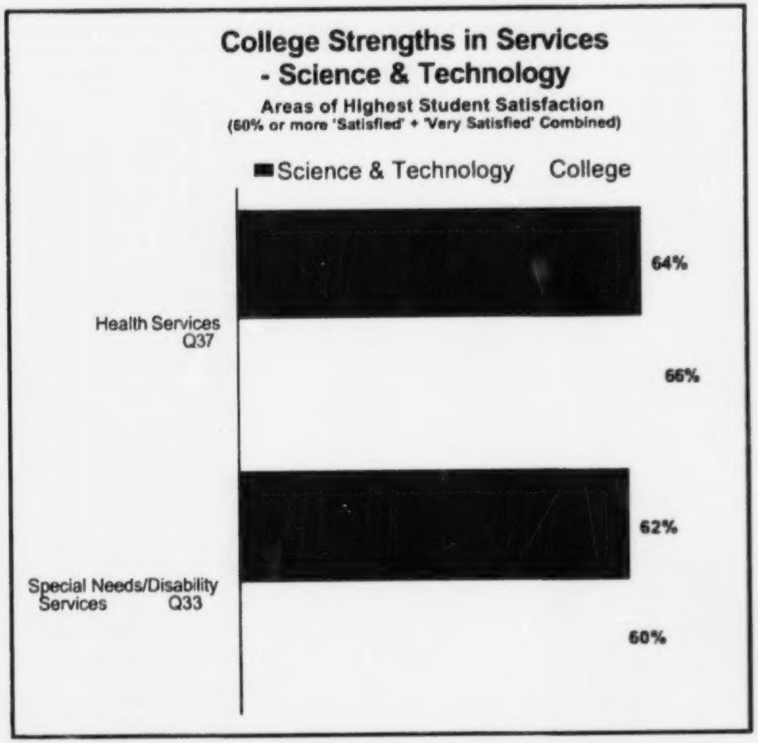
Chart 5 & 6: Strengths and Areas for Improvement in facilities/resources



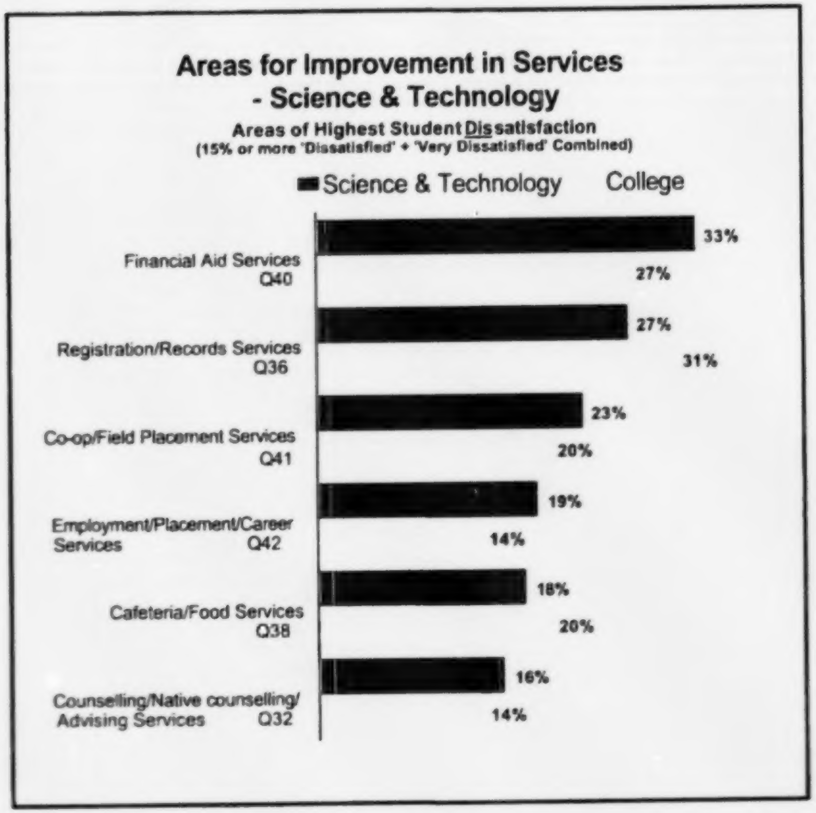


APPENDIX 18 – Science & Technology - Strengths & Areas for Improvement

Chart 7 & 8: Strengths and Areas for Improvement in services


College Strengths in Services - Science & Technology

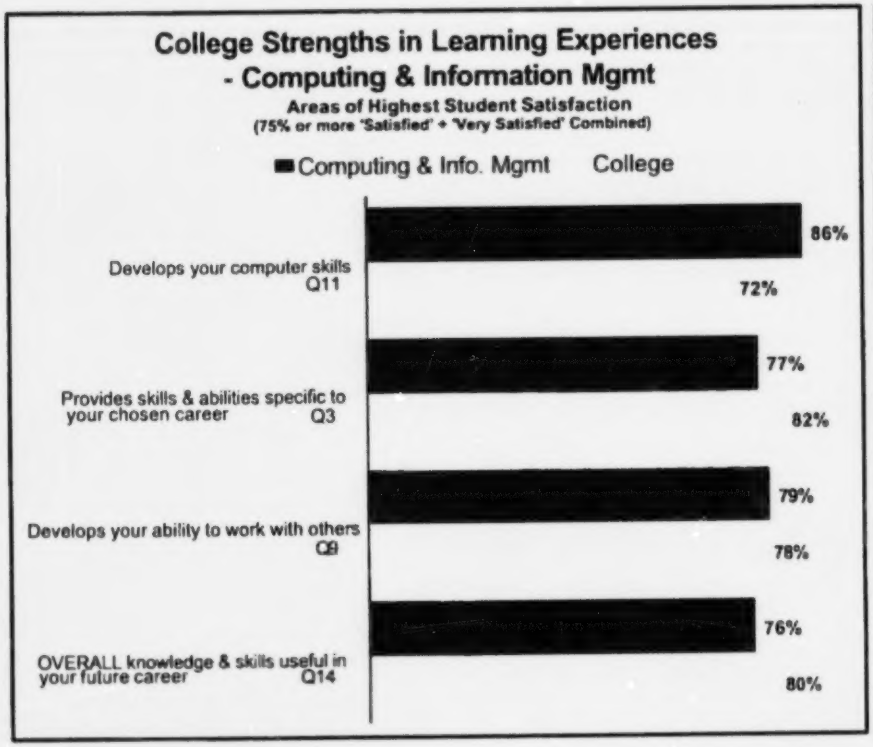
Areas of Highest Student Satisfaction (60% or more 'Satisfied' + 'Very Satisfied' Combined)

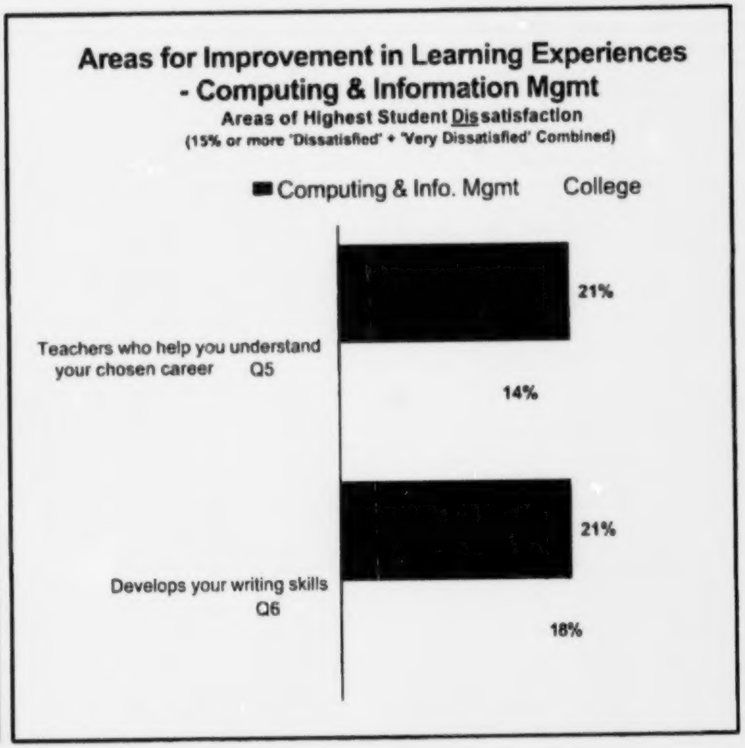

Areas for Improvement in Services - Science & Technology

Areas of Highest Student Dissatisfaction (15% or more 'Dissatisfied' + 'Very Dissatisfied' Combined)

APPENDIX 19 – Computing & Information Mgmt - Strengths & Areas for Improvement

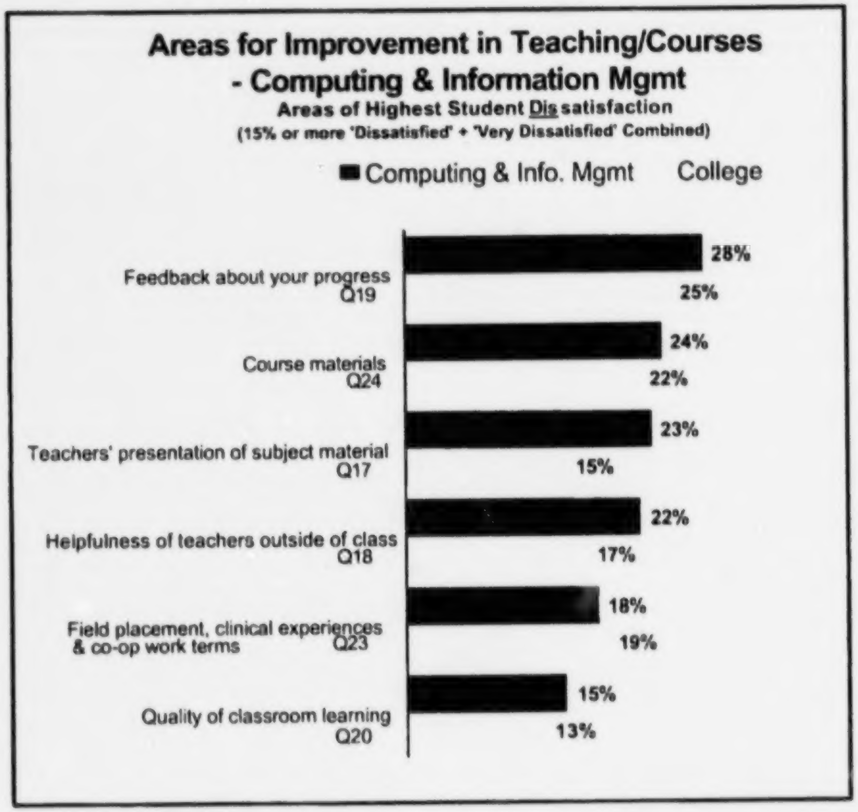
Chart 1 & 2: Strengths and Areas for Improvement in learning experiences





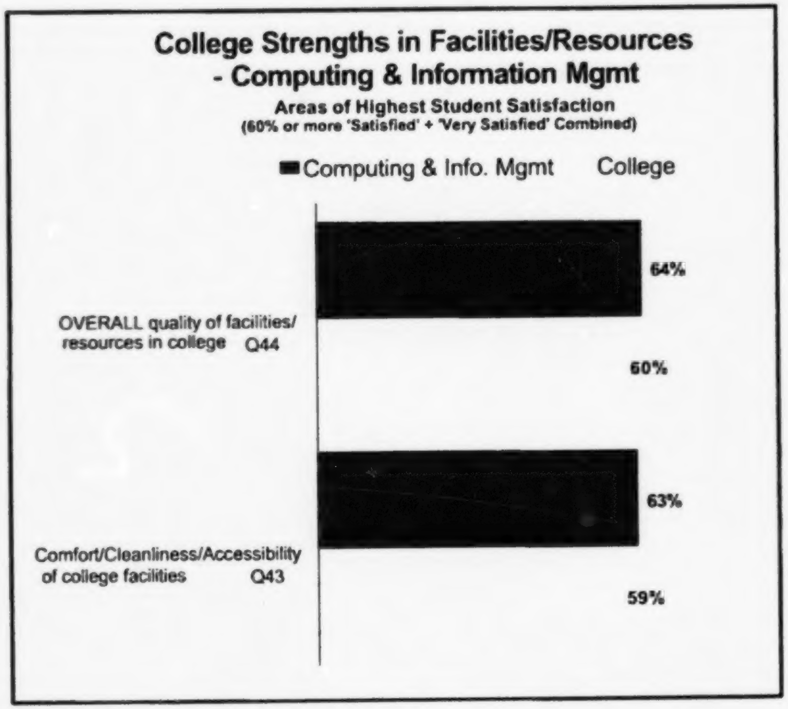
APPENDIX 19 – Computing & Information Mgmt - Strengths & Areas for Improvement

Chart 3: Areas for Improvement in teaching/courses



APPENDIX 19 – Computing & Information Mgmt - Strengths & Areas for Improvement

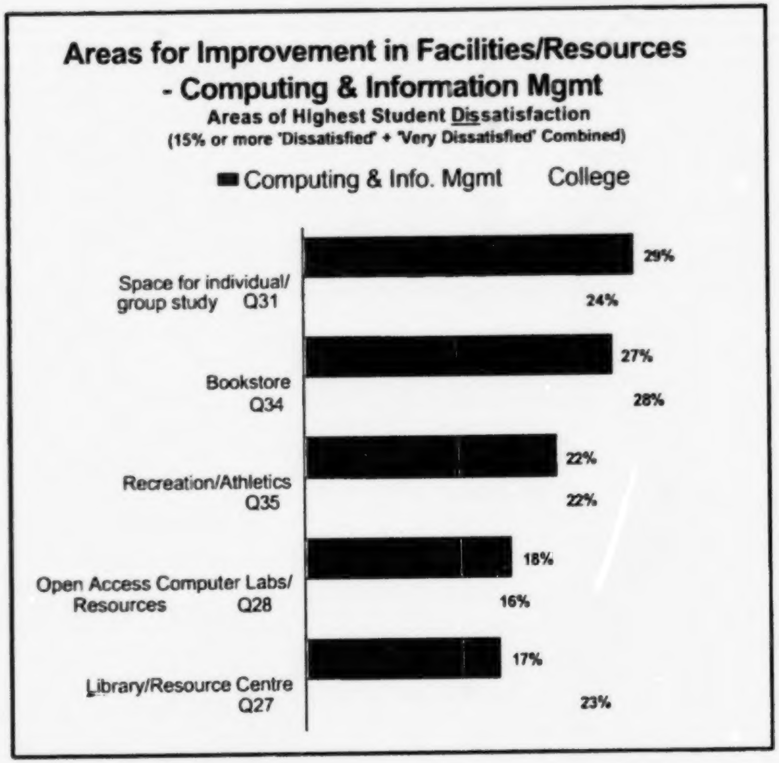
Chart 4& 5: Strengths and Areas for Improvement in facilities/resources



College Strengths in Facilities/Resources - Computing & Information Mgmt

Areas of Highest Student Satisfaction

(60% or more 'Satisfied' + 'Very Satisfied' Combined)



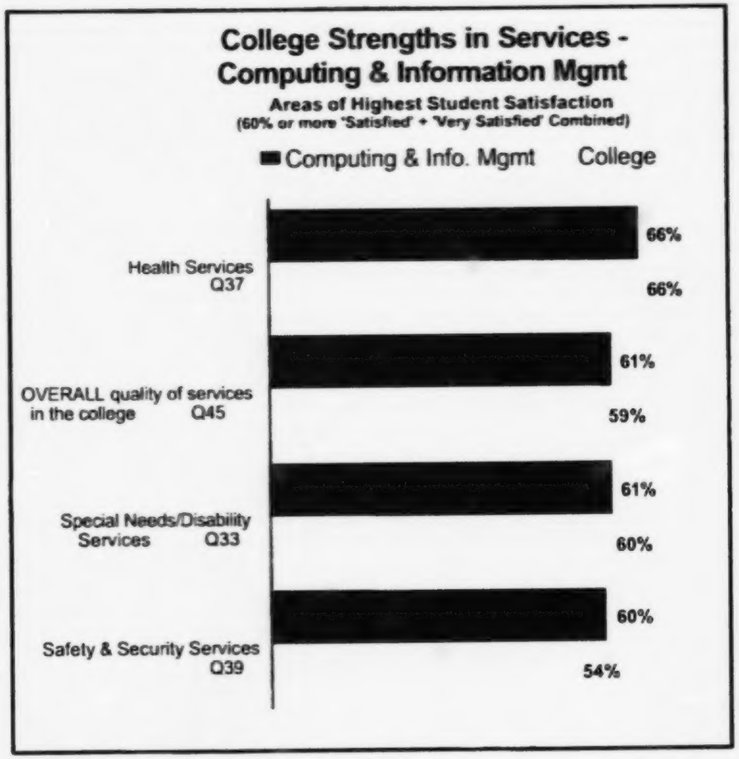
Areas for Improvement in Facilities/Resources - Computing & Information Mgmt

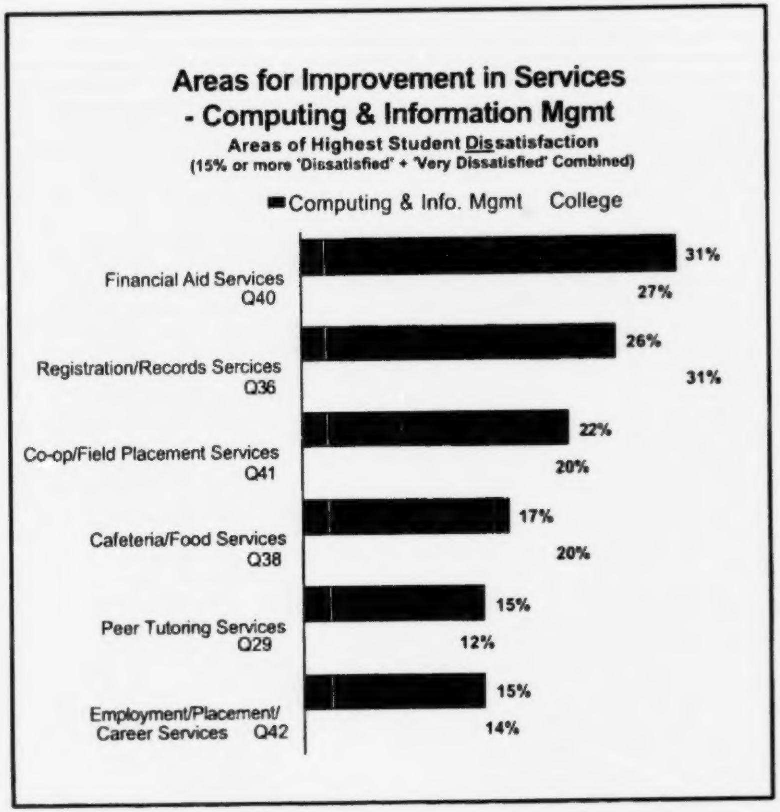
Areas of Highest Student Dissatisfaction

(15% or more 'Dissatisfied' + 'Very Dissatisfied' Combined)

APPENDIX 19 – Computing & Information Mgmt - Strengths & Areas for Improvement

Chart 6 & 7: Strengths and Areas for Improvement in services





APPENDIX 20 – KPI & Capstone Questions By Division

Table 1

Capstone Question 14 – "OVERALL, your program is giving you knowledge and skills that will be useful in your future career."
Capstone Question 26 – "The OVERALL quality of the learning experiences in this program."
Capstone Question 44 - "The OVERALL quality of the facilities/resources in the college."
Capstone Question 45 – "The OVERALL quality of the services in the college."

DIVISION	Student Satisfaction KPI	Q14 Knowledge and Skills – Future Career	Q26 Learning Experiences – Program Quality	Q44 Quality of Facilities/ Resources	Q45 Quality of Services	Number of Students in KPI
Animation, Arts & Design	68%	82%	77%	58%	55%	1,288
Business	66%	79%	69%	58%	57%	2,025
Community and Liberal Studies	75%	83%	81%	68%	68%	966
Computing & Information Mgmt	67%	77%	66%	64%	62%	900
Science & Technology	68%	84%	73%	59%	57%	641
College	68%	80%	72%	61%	59%	6,042

☐ Highest rating among divisions
☐ Lowest rating among divisions

APPENDIX 20 – Gender & Ages By Division

Table 2
Question 48 "You are:" (Gender)
Question 49 "Your age is:"

DIVISION	Female	Male	Less than 21	21 - 25	26 and over
Animation, Arts & Design	54%	46%	42%	45%	13%
Business	56%	44%	49%	44%	7%
Community and Liberal Studies	89%	11%	55%	32%	12%
Computing & Information Mgmt	35%	65%	37%	46%	17%
Science & Technology	35%	65%	42%	47%	11%
College	55%	45%	46%	43%	11%

☐ Highest rating among divisions
☐ Lowest rating among divisions

APPENDIX 20 – Educational Background By Division

Table 3

Question 51 "The education you completed before entering this program includes:"

DIVISION	High school diploma	College upgrading	Some previous college	College diploma	Some university	University Degree	Other
Animation, Arts & Design	76%	4%	15%	11%	8%	12%	5%
Business	86%	2%	8%	3%	6%	6%	2%
Community and Liberal Studies	85%	3%	10%	6%	5%	6%	3%
Computing & Information Mgmt	75%	3%	12%	8%	12%	10%	5%
Science & Technology	82%	2%	9%	5%	8%	11%	4%
College	81%	3%	11%	6%	7%	8%	4%

☐ Highest rating among divisions

☐ Lowest rating among divisions

APPENDIX 20 – Satisfaction in Learning Experiences By Division

Table 4

Learning Experiences	**College**	**College Responses**	Animation, Arts & Design	Responses	Business	Responses	Community and Liberal Studies	Responses	Computing & Information Mgmt	Responses	Science & Technologhy	Responses
Q3 Skills/abilities specific to chosen career	**82%**	**6,438**	84%	1,358	81%	2,146	85%	1,014	77%	971	86%	686
Q4 Topics relevant to future success	**80%**	**6,461**	82%	1,367	79%	2,150	84%	1,035	74%	962	84%	683
Q5 Teachers help you understand chosen career	**61%**	**6,352**	69%	1,337	56%	2,120	70%	1,008	50%	945	60%	678
Q6 Develops writing skills	**43%**	**5,793**	34%	993	44%	2,107	53%	971	41%	879	46%	601
Q7 Develops speaking skills	**58%**	**5,932**	44%	1,082	65%	2,117	67%	973	55%	895	48%	617
Q8 Ability to solve problems using math	**51%**	**4,691**	31%	577	49%	1,895	35%	455	58%	912	75%	629
Q9 Ability to work with others	**78%**	**6,378**	69%	1,293	78%	2,139	90%	1,027	79%	963	79%	689
Q10 Ability to solve problems	**69%**	**6,334**	69%	1,280	64%	2,137	74%	1,000	72%	965	78%	684
Q11 Develops computer skills	**72%**	**5,903**	64%	1,049	71%	2,077	63%	912	86%	967	75%	640
Q12 Opportunities to further education	**63%**	**6,280**	57%	1,268	64%	2,108	71%	1,031	61%	935	64%	670
Q13 Experience useful for life outside work	**67%**	**6,315**	66%	1,297	62%	2,115	80%	1,032	61%	933	74%	676

☐ Highest rating among divisions

☐ Lowest rating among divisions

APPENDIX 20 – Satisfaction in Teaching/Courses By Division

Table 5

Teaching/Courses	College	College Responses	Animation, Arts & Design	Responses	Business	Responses	Community and Liberal Studies	Responses	Computing & Information Mgmt	Responses	Science & Technology	Responses
Q15 Teacher's knowledge of subject	77%	6,521	82%	1,374	74%	2,152	85%	1,052	69%	976	76%	692
Q16 Teacher up-to-date/current	78%	6,544	78%	1,371	76%	2,171	86%	1,057	73%	979	78%	693
Q17 Teacher's presentation of subject matter	57%	6,497	58%	1,365	53%	2,155	70%	1,047	49%	970	60%	687
Q18 Helpfulness of teachers outside of class	52%	6,432	58%	1,366	48%	2,131	58%	1,031	44%	957	54%	681
Q19 Feedback about progress	43%	6,471	45%	1,365	38%	2,148	48%	1,046	41%	959	47%	680
Q20 Quality of classroom learning	59%	6,514	58%	1,377	54%	2,160	69%	1,046	58%	972	65%	687
Q21 Quality of lab/shop learning	58%	5,158	64%	1,137	47%	1,596	59%	639	61%	868	68%	679
Q22 Quality of other learning experiences	51%	5,276	49%	1,000	47%	1,755	59%	861	52%	828	53%	600
Q23 Field placements, clinical experiences	52%	4,088	32%	596	45%	1,212	69%	855	53%	676	60%	554
Q24 Course materials	48%	6,331	40%	1,245	44%	2,150	55%	1,036	50%	957	59%	681
Q25 Lab/shop facilities and equipment	58%	5,197	54%	1,191	54%	1,569	63%	656	67%	870	61%	674

☐ Highest rating among divisions

☐ Lowest rating among divisions

APPENDIX 20 – Satisfaction in Facilities/Resources & Services By Division

Table 6

Services, Facilities/Resources	College	College Responses	College N/A	Animation, Arts & Design	Responses	N/A	Business	Responses	N/A	Community and Liberal Studies	Responses	N/A	Computing & Information Mgmt	Responses	N/A	Science & Technology	Responses	N/A
Q27 Library/Resource Centre	43%	5,094	22%	35%	1,150	16%	46%	1,772	18%	49%	774	26%	46%	635	36%	43%	538	23%
Q28 Open Access Computer Labs/Resources	63%	5,524	15%	61%	1,131	18%	64%	1,913	11%	67%	891	14%	59%	730	25%	61%	640	8%
Q29 Peer Tutoring Services	50%	1,324	83%	44%	187	89%	48%	470	81%	60%	166	88%	50%	222	81%	51%	185	77%
Q30 Special Skills Services	48%	1,208	85%	37%	141	92%	45%	419	84%	58%	149	90%	48%	215	83%	53%	189	78%
Q31 Space for individual/ group study	45%	4,838	25%	47%	882	36%	41%	1,701	21%	54%	727	31%	45%	793	18%	43%	538	22%
Q32 Counselling/Native Couselling/Advising Services	52%	1,413	82%	52%	224	86%	47%	451	82%	62%	242	80%	56%	232	80%	49%	167	79%
Q33 Special Needs/Disability Services	60%	857	90%	54%	114	94%	58%	272	91%	71%	149	89%	61%	137	90%	62%	110	88%
Q34 Bookstore	46%	6,209	3%	48%	1,294	3%	39%	2,071	2%	60%	1,006	2%	46%	915	4%	39%	671	2%
Q35 Recreation/Athletics	50%	2,979	56%	50%	622	55%	50%	1,091	50%	53%	311	73%	51%	426	58%	50%	392	44%
Q36 Registration/Records Services	39%	5,581	14%	33%	1,139	17%	37%	1,875	13%	44%	893	14%	47%	847	12%	41%	598	13%

Table continued on next page...

APPENDIX 20 – Satisfaction in Facilities/Resources & Services By Division

Table continued…

Services, Facilities/Resources	College	College Responses	College N/A	Animation, Arts & Design	Responses	N/A	Business	Responses	N/A	Community and Liberal Studies	Responses	N/A	Computing & Information Mgmt	Responses	N/A	Science & Technology	Responses	N/A
Q37 Health Services	66%	2,507	64%	62%	541	62%	61%	640	73%	79%	629	40%	66%	284	74%	64%	297	59%
Q38 Cafeteria/Food Services	52%	5,821	9%	40%	1,219	9%	51%	1,929	9%	63%	944	8%	56%	857	10%	55%	631	8%
Q39 Safety & Security Services	54%	2,733	61%	47%	653	54%	49%	842	64%	65%	419	64%	60%	383	64%	58%	302	59%
Q40 Financial Aid Services	48%	2,923	58%	52%	708	50%	43%	787	66%	60%	432	63%	47%	520	50%	42%	332	55%
Q41 Co-op Field Placement Services	54%	2,611	62%	35%	198	88%	50%	680	71%	67%	653	40%	54%	531	48%	50%	412	41%
Q42 Employment/Career Services	48%	2,234	68%	35%	251	84%	47%	734	68%	61%	351	70%	50%	438	57%	42%	334	55%
Q43 Comfort/Cleanliness/Accessibility of facilities	59%	6,281	—	56%	1,319	—	56%	2,065	—	64%	984	—	63%	934	—	60%	665	—

☐ Highest rating among divisions

☐ Lowest rating among divisions

APPENDIX 20 – Overall Questions 46 & 47 By Division

Table 7

Overall Questions	College	College Responses	Animation, Arts & Design	Responses	Business	Responses	Community and Liberal Studies	Responses	Computing & Information Mgmt	Responses	Science & Technology	Responses
Q46 Concern of people for your success	51%	6,373	53%	1,352	50%	2,124	57%	1,026	49%	939	50%	670
Q47 Overall college experience	68%	6,410	70%	1,355	67%	2,130	74%	1,036	64%	946	64%	676

☐ Highest rating among divisions

☐ Lowest rating among divisions

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EFF-089 (1/2003)